DOCUMENT RESUME

ED 368 530 RC 019 549

TITLE	ESEA Chapter I: Region C Technical Assistance Center. Annual Report: July 1, 1992 through June 30, 1993.
INSTITUTION	Chapter 1 Technical Assistance Center, Atlanta, GA. Region C.; Educational Testing Service, Atlanta, Ga.
SPONS AGENCY	Office of Policy and Planning (ED), Washington, DC.
PUB DATE	93
CONTRACT	LC91027003
NOTE	124p.; Some figures may not reproduce clearly.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Annual Reports; Curriculum Development; Data Analysis; Disadvantaged; Early Childhood Education; Elementary Secondary Education; *Federal Programs; *Inservice Education; Parent Participation; Program Evaluation; *Program Improvement; Staff Development; Technical Assistance
IDENTIFIERS	Elementary Secondary Education Act Title I; *Technical Assistance Centers; *United States (Southeast)

ABSTRACT

Region C Technical Assistance Center (TAC) and Region 3 Rural Technical Assistance Center (R-TAC) provide Chapter I support and technical assistance to state and local education agencies in Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. Region C encompasses a mix of urban centers and rural districts, some of which have only two or three schools. Within the rural regions, there is a large population of disadvantaged families and children and an increasing number of migrant families. This annual report contains: (1) plans and priorities for technical assistance, emphasizing change-oriented solutions and direct assistance in investigating alternatives to conventional instruction; (2) a statistical summary of services by type of service and state; (3) descriptions of sponsored conferences and trainer-of-trainers sessions; (4) state summaries of technical assistance, particularly in the areas of program improvement, curriculum and instruction, parent involvement, and evaluation; (5) reports on a Dade County project, the Chapter 1 Test Information Center, the Region C Electronic Bulletin Board System, and the Migrant Student Record Transfer System National Survey; (6) accounts of TAC staff training; (7) a list of outreach and awareness activities; (8) documentation of TAC Directors' meetings; and (9) a list of coordination activities between TAC and R-TAC. Appendices include a description of the role of TACs and R-TACs, conference and seminar agendas, and tables of TAC activities. Contains numerous data tables and figures. (KS)

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ED 368 530

ESEA Chapter 1

Region C Technical Assistance Center

ANNUAL REPORT

July 1, 1992 through June 30, 1993

Prepared for
Office of Policy and Planning
United States Department of Education
Room 3122, FOB #6
Washington, DC 20202

Submitted by
Educational Testing Service
1979 Lakeside Parkway, Suite 400
Tucker, Georgia 30084

Contract Number LC91027003

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EXECUTIVE SUMMARY

Region C Technical Assistance Center (TAC C) provides Chapter 1 support and technical assistance to eight southeastern states: Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee and Virginia. Region C encompasses a mix of urban centers, such as Miami, Florida; Atlanta, Georgia; and Memphis, Tennessee. Also in Region C are very rural districts having only two or three schools. There is a large population of disadvantaged families and children and an increasing number of migrant families within this region.

The departments of education in the eight states served by Region C TAC have all experienced change this year. While some Chapter 1 SEA staff have remained in their positions, other staffs have doubled in size or have received new, modified or additional assignments. In some states, the staff has been reassigned within the state government and new staff with limited or no understanding of Chapter 1 have been given Chapter 1 assignments. Other Chapter 1 offices have been moved physically to new departments within the state government.

For instance, Mississippi has recognized the impact of Chapter 1 programs by creating a new bureau that is totally Chapter 1. This same state has incorporated the Chapter 1 Program Improvement standards into its requirements for local district accreditation. Virginia has adopted the request for proposal (RFP) as a vehicle to encourage interagency collaboration for assignments and activities.

In order to better assist the Chapter 1 staffs in these states as they undergo change, Region C has focused its mission, and therefore services, to go beyond assistance in the collection and interpretation of data. There has been a deliberate increase in services to include programmatic and change-oriented solutions. Each year, Region C has taken a more proactive role in making available an increasing number of options for services directed toward the improvement of instruction for Chapter 1 children. This focusing of services includes direct assistance to education agencies, both state and local, in investigating alternatives to conventional instruction.

This year, Region C TAC has implemented the train-the-trainer approach in two major region-wide seminars, one in parent involvement and the other in program improvement. The teams from each state received intensive training with the understanding that they would train others in their state. This has proven to be a highly successful approach, and one that complements another goal of Region C, that of SEA and LEA capacity building.

The third major meeting sponsored this year by Region C TAC was the Large School Systems Conference. During this time, the SEAs and representatives from the large districts in the eight regional states had the opportunity to share ideas, concerns and successes with districts having similar populations and problems. There have been several examples of inter- and intrastate networking as a result of this conference. These three opportunities for capacity building will be discussed in greater detail at the conclusion of the Summary of Services.

TASK 1 - PLANS FOR TECHNICAL ASSISTANCE

Plans for technical assistance for contact year 1993 were jointly and cooperatively developed for each state within this region between Region C TAC, Region 3 Rural TAC, and senior members of the state staffs who were designated to negotiate plans with the TACs for this contact year. Effort was made to articulate TAC services within each state so that they would be in consonance with the states' priorities for the coming year. Three TAC activities were undertaken to set the stage for this focus.

The first was the development and distribution of a joint TAC/R-TAC paper entitled "The Role of TACs and R-TACs." It explained TAC's anticipated efforts for contact year 1993 and outlined why TAC was moving in this direction. The paper was distributed to pertinent senior SEA Chapter 1 staff members in each of our states. A copy of this paper is located in Appendix A of this report.

The second activity took place during the Regional Coordinating Council Meeting (RCCM) held in Atlanta in June, 1992. At that time, TAC outlined a proposed role to the SEAs for the coming year and assisted them in developing a general strategy for improving Chapter 1 programs in their states. The plan of action suggested was as follows:

1. Review and list their state's overall educational priorities for the coming year.

2. Identify how SEA school reform initiatives will impact Chapter 1 program improvement efforts during the coming year.

3. Establish realistic Chapter 1 goals consistent with state initiatives and priorities.

4. Develop specific outcome-oriented objectives which need to be achieved in order to reach the goals within time-lines set for each objective.

5. Design activities that will lead to the accomplishment of each objective.

6. Clarify TAC/R-TAC roles in assisting the state in attaining its their Chapter 1 goals.

7. Establish indicators of progress for each objective.

State representatives at the RCCM engaged in concentrated discussions of these steps. The state directors indicated they would complete this activity upon their return to their states and prior to TAC meetings to negotiate plans for technical assistance.

Third, a joint TAC/R-TAC staff meeting was held to formulate approaches to providing services to states that would be consistent with their priorities. Once the procedures were established,

TAC/R-TAC coordinators of state service met to assure that everyone understood the nature of this new direction and were in accordance with it.

These priorities included:

1. Building the capacity of the SEA to promote and implement Chapter 1 evaluation, program improvement, and parent involvement through such activities as:

    a. Conducting train-the-trainer seminars in the areas of parent involvement (Phase II) and program improvement planning and implementation,

    b. Expanding the services provided regional states through TACNET, the TAC C electronic bulletin board system,

    c. Conducting a Large School Systems Conference (LSSC) with an agenda that dealt with issues specific to running successful Chapter 1 programs in large, typically urban school systems, and

    d. Providing training to state staffs on how to shift from a role of monitoring to one of providing effective technical assistance to LEAS;

2. Attending and participating in intrastate regional and statewide Chapter 1 conferences;

3. Enhancing TAC capabilities to respond to SEA and LEA requests for materials and information through the development of a computerized database of TAC files, workshops, books, and other reference materials; and

4. Working with SEAs at model school sites, schoolwide projects and other locations where innovative programs are initiated.

The plans themselves contained the following information: state priorities, anticipated outcomes, TAC/R-TAC activities, and hours allocated to each activity. Distinctions were made in the plans in terms of responsibilities assigned to TAC and R-TAC for specific goals, activities and expected outcomes to be achieved during the course of the year. Some activities were to be completed jointly by both TAC and R-TAC (e.g., conducting a regional train-the-trainer workshop on parent involvement and jointly hosting the Regional Coordinating Council Meeting), but most activities were specifically designated to be completed by either TAC or R-TAC.

Upon receipt of all signed plans, copies were provided to R-TAC and to the Eastern Stream Center for Resources and Training (ESCORT). Copies of the plans were also forwarded to the TAC project officer. In addition, TAC co-signed the plans for technical assistance with the Region 10 (BIA) R-TAC for services to regional Bureau of Indian Affairs schools.

Reviews of direct service were accomplished monthly through issuance of status reports to each TAC state coordinator of services to assure that adequate services are being provided relative to the hours promised, and that the assistance falls in the areas of priority specified in the plans. Over time, where low service hours were noted or where assistance provided was not closely associated with activities in the plans, discussions were held with SEA contacts. Some slight adjustments in allocations were made where deemed appropriate.

TASK 2 - ACT AS A TECHNICAL CONSULTANT TO SEAS AND LEAS

Summary of Services

Table I presents and Figure 1 illustrates unduplicated counts of participants in workshops and on-site consultations afforded states and local school districts for all four quarters of contract year 1993. From them, the following can be seen:

1. A total of 108 workshops was conducted throughout the region during the school year, involving a total of 6,071 Chapter 1 educators.

2. Most participants (3,105) were local district central office Chapter 1 staff and Chapter 1 teachers and aides (1,096).

3. Two hundred seventy-four service hours were devoted to conducting workshops. These hours represent that time during which the actual events took place. Neither preparation time nor travel time to the workshop site was included.

4. The number of on-site technical assistance visits was 75 percent greater than the number of workshops conducted—186 compared to 108.

5. Table I and Figure 1 show that while LEA staff participated most heavily in workshops, both SEA and LEA staff were major beneficiaries of on-site visits.

TABLE I

Summary of Services
Contract Year 1993

Workshops	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Totals
Number	4	50	43	15	112
Number of Clients	219	4,848	762	431	6,260
SEA Staff	4	573	62	16	655
LEA Staff	43	2,569	362	312	3,286
Principals	4	541	43	37	625
Chapter 1 Teacher/Aide	30	968	76	22	1,096
Chapter 1 Non-Instructional	75	185	124	33	417
Other	63	12	95	11	181
Service Hours	6	155	88	29	278

On-Sites	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Totals
Number	36	91	27	39	193
Number of Clients	276	479	127	553	1,297
SEA Staff	138	195	23	132	408
LEA Staff	58	215	58	369	714
Principals	72	37	8	6	56
Chapter 1 Teacher/Aide	5	17	10	7	37
Chapter 1 Non-Instructional	3	12	5	22	39
Other	0	3	23	17	43
Service Hours	114	197	72	114	497

Note: Unduplicated Counts

FIGURE 1

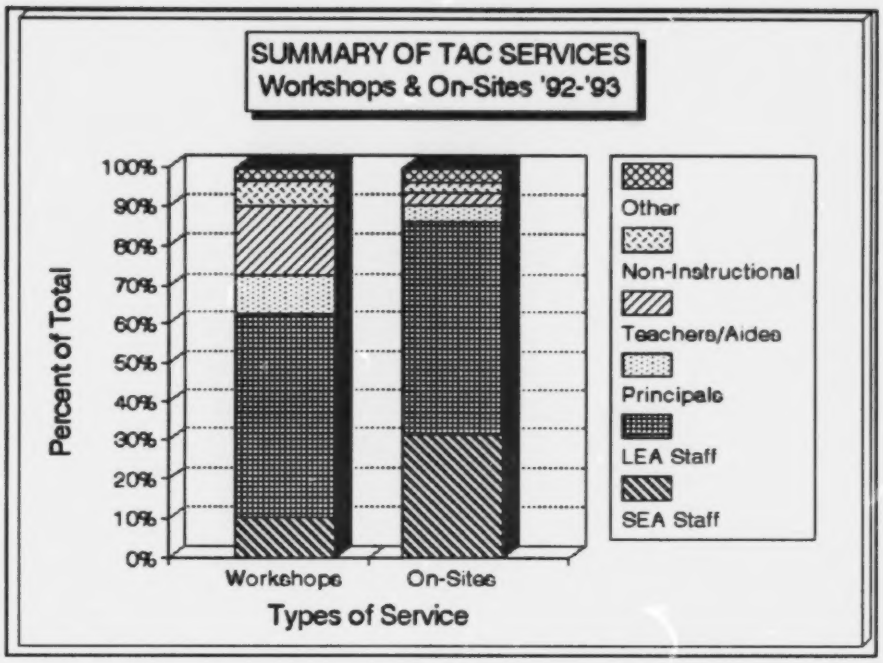


Table II and Figures 2 and 3 offer a comparison of unduplicated counts of services for contract years 1992 and 1993. From these graphs, one can note:

1. More than 11,000 clients participated in over 240 workshops over the two-year period. Although the number of workshops declined from 132 to 108, the number of workshop participants increased from approximately 4,800 to somewhat more than 6,000.

2. Figure 2 shows that the pattern of workshop participants representing different Chapter 1 jobs was relatively the same over the two years. A slightly larger percentage of teachers/aides (29%) participates in workshops in contract year 1992 than in contract year 1993, when only 18 percent participated. A greater percent of LEA of staff participated in contract year 1993 (51%), compared to 47 percent in contract year 1992.

3. Although the overall number of on-site consultations decreased by about 23 percent from contract year 1992 to contract year 1993, the number of clients served during contract year 1993 increased by nearly 70 percent over contract year 1992.

4. As was the case with workshops, the patterns of on-site service were very similar for both years (see Figure 3). The exceptions were fewer on-site activities with Chapter 1

classroom teachers and aides (15 percent for contract year 1992 compared to 3 percent during contract year 1993), and more for SEA and LEA staffs.

TABLE II

Summary of Services
Contract Years 1992 and 1993

Workshops	1992	1993	Totals
Number	132	112	244
Number of Clients	4,848	6,260	11,108
SEA Staff	329	655	984
LEA Staff	2,277	3,286	5,563
Principals	542	625	1,167
Chapter 1 Teacher/Aide	1,392	1,096	2,488
Chapter 1 Non-Instructional	248	417	665
Other	60	181	241
Service Hours	204	278	482

On-Sites	1992	1993	Totals
Number	251	193	444
Number of Clients	767	1,297	2,064
SEA Staff	299	408	707
LEA Staff	262	714	976
Principals	56	56	112
Chapter 1 Teacher/Aide	115	37	152
Chapter 1 Non-Instructional	16	39	55
Other	19	43	62
Service Hours	453	497	950

Note: Unduplicated Counts

FIGURE 2

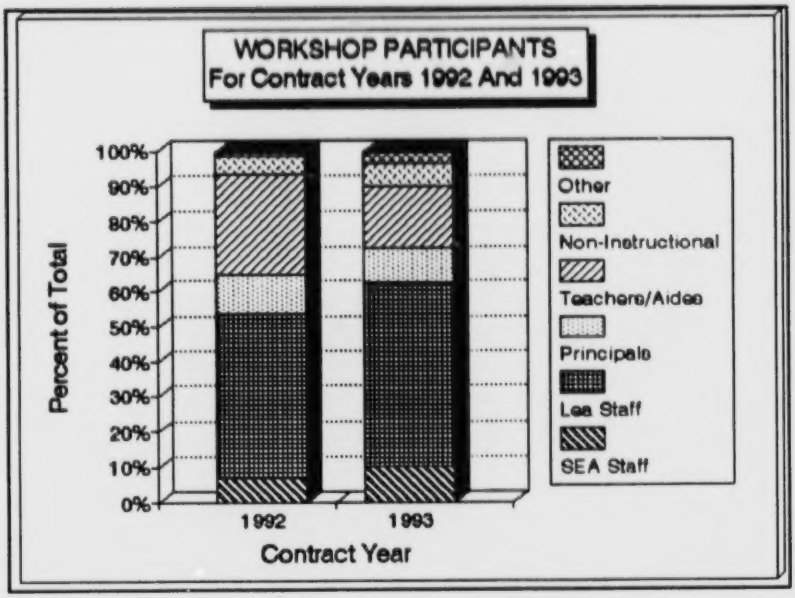
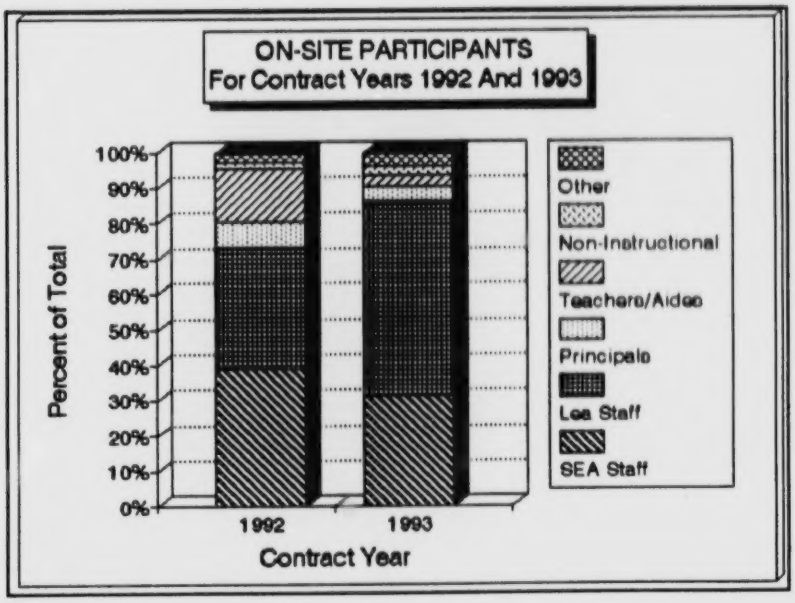


FIGURE 3



Summary Of TAC Effort

Table III reflects TAC C effort in contract year 1993 across the four major Chapter 1 programs: basic grant, migrant education/bilingual, neglected or delinquent/handicapped, and early childhood/Even Start. The table presents duplicate counts since each instance of service was provided to clients who, in some cases, represented more than one of the four Chapter 1 programs. Figure 4 illustrates the relative TAC effort across these programs.

Evident from these charts is the following:

1. Most TAC effort in terms of both workshops and on-site technical assistance visits was expended on the improvement of basic grant programs.

2. The least effort was expended on assisting states improve Chapter 1 programs for children confined to neglected or delinquent institutions.

3. Early childhood education programs were accorded approximately 28 percent of TAC C effort over the two-year period.

4. Migrant education programs received an average of about 22 percent of all TAC effort.

Figure 4 graphically illustrates the similarity of workshop and on-site consultation service patterns for the four programs throughout the contract year.

TABLE III

Effort Across Programs
Contract Year 1993

Workshops	Basic Grant	Migrant/ Bilingual Education	Neglected or Delinquent/ Handicapped	Early Childhood/ Even Start	Total
1st Quarter	6	0	0	5	11
2nd Quarter	37	6	1	6	50
3rd Quarter	42	32	1	39	114
4th Quarter	14	4	0	11	29
Totals	99	42	2	61	204
Percentages	48.5%	20.6%	1.0%	29.9%	100.0%

On-Site Consultations	Basic Grant	Migrant/ Bilingual Education	Neglected or Delinquent Education	Early Childhood/ Even Start	Total
1st Quarter	73	45	0	52	170
2nd Quarter	49	16	7	19	91
3rd Quarter	27	14	3	14	58
4th Quarter	38	15	4	16	73
Totals	187	90	14	101	392
Percentages	47.7%	22.9%	3.7%	25.7%	100%

Note: These tables contain duplicate counts because several participants/contacts represented two or more student groups.

FIGURE 4

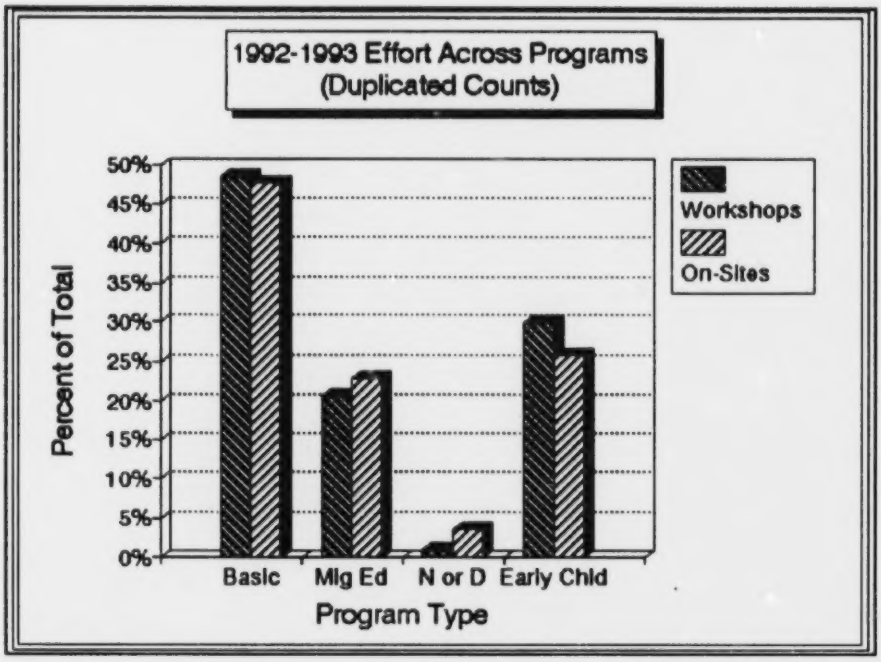


Table IV and Figure 5 provide comparative TAC effort data for contract years 1992 and 1993. They reveal the following:

1. About the same effort was targeted toward basic grant programs in both contract years.

2. Migrant education programs received approximately one-half of the total effort devoted to basic grant program improvement in both contract years.

3. Neglected or delinquent programs received a low level of service throughout both contract years but nearly doubled in contract year 1993.

4. Figure 5 shows little difference in the pattern of service requested of TAC by regional states during the two contract years.

TABLE IV

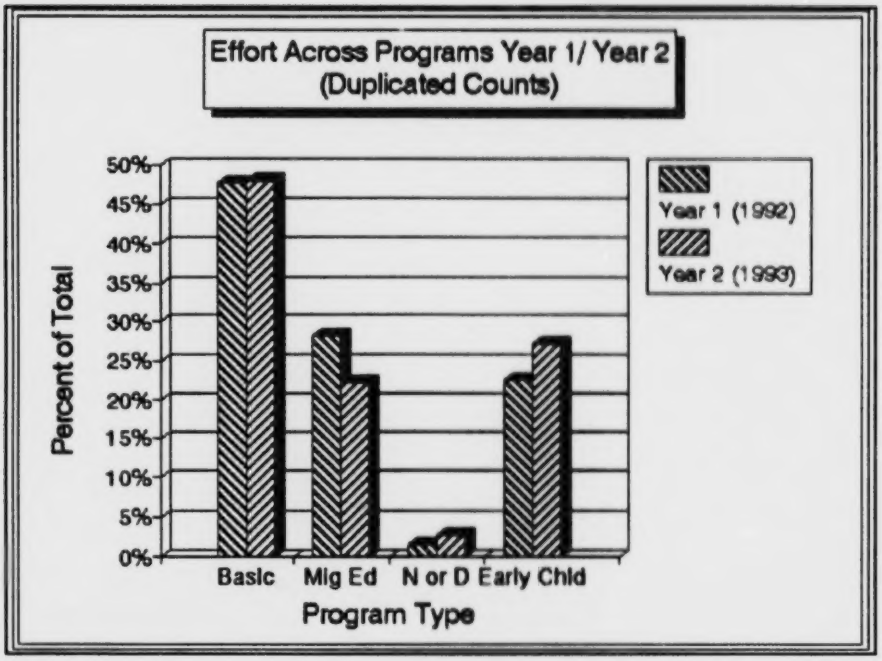
Effort Across Programs
Contract Year 1992-1993

Contract Year 1992	Basic Grant	Migrant/ Bilingual Education	Neglected or Delinquent/ Handicapped	Early Childhood/ Even Start	Total
Workshops	174	75	6	90	345
On-Sites	372	248	11	168	799
Totals	546	323	17	258	1144
Percentages	47.7%	28.2%	1.5%	22.6%	100.0%

Contract Year 1993	Basic Grant	Migrant/ Bilingual Education	Neglected or Delinquent/ Handicapped	Early Childhood /Even Start	Total
Workshops	99	42	2	61	204
On-Sites	187	90	14	101	392
Totals	286	132	16	162	596
Percentages	47.9%	22.1%	2.8%	27.2%	100.0%

Note: These tables contain duplicate counts because several participants/contacts represented two or more student groups.

FIGURE 5



State-By-State Activities

The data depicted in Table V represent duplicated instances of TAC C technical assistance for each of the states located within our service region and for the Bureau of Indian Affairs (BIA) for contract years 1992 and 1993. Figure 6 graphically displays the percent of total direct service to states within the region for contract year 1993, while the bar graphs in Figure 7 show comparisons of total service by state for the two contract years.

The counts are duplicated for both years because TAC conducted multistate train-the-trainer and other workshops which were attended by multiple or all states. Thus, in these instances, one workshop benefitted more than one state.

Table V discloses the following:

1. State workshop participation in contract year 1993 was more than two and one-half times greater than the number recorded in contract year 1992.

2. With the exception of the BIA, the percent of workshop participation for the two contract years was relatively the same for all states by contract year 1993.

3. The number of on-site visits was greater in contract year 1992 than in 1993. This was because of the greater TAC effort toward developing state technical assistance capacity through the train-the-trainer workshops.

4. The number of on-site activities was spread differently across states in contract 1992 than in for contract year 1993. In contract year 1993, most on-sites (67%) were held in Florida, Georgia and Mississippi, whereas in contract year 1992, Florida received one-third of all on-sites, and Mississippi and South Carolina, and Alabama combined received two-fifths.

Figure 6 displays the percent of total TAC service received by each state throughout contract year 1993. The graph shows that state service requests ranged from 9 percent for Alabama to 18.2 percent for Florida. All services requested by each state was provided. Figure 7 reveals that Florida received the greatest amount of technical assistance during both years; the BIA requested and received very little service during either year.

TABLE V

Activities Summary By State
Contract Year 1992-1993

1992				
State	**Workshops**	**Percent**	**On-Sites**	**Percent**
Alabama	18	14%	31	12%
BIA	5	4%	0	0%
Florida	12	9%	84	33%
Georgia	13	10%	25	10%
Mississippi	19	14%	34	14%
North Carolina	16	12%	19	8%
South Carolina	22	17%	34	14%
Tennessee	11	8%	13	5%
Virginia	16	12%	11	4%
TOTALS	132	100%	251	100%

1993				
State	**Workshops**	**Percent**	**On-Sites**	**Percent**
Alabama	41	11%	8	4%
BIA	0	0%	0	0%
Florida	49	14%	56	29%
Georgia	47	14%	34	18%
Mississippi	46	13%	39	20%
North Carolina	47	13%	13	7%
South Carolina	43	12%	13	7%
Tennessee	43	11%	20	10%
Virginia	46	12%	8	5%
TOTALS	362	100%	191	100%

Note: These numbers are duplicate counts since multiple states participated in some of the services.

FIGURE 6

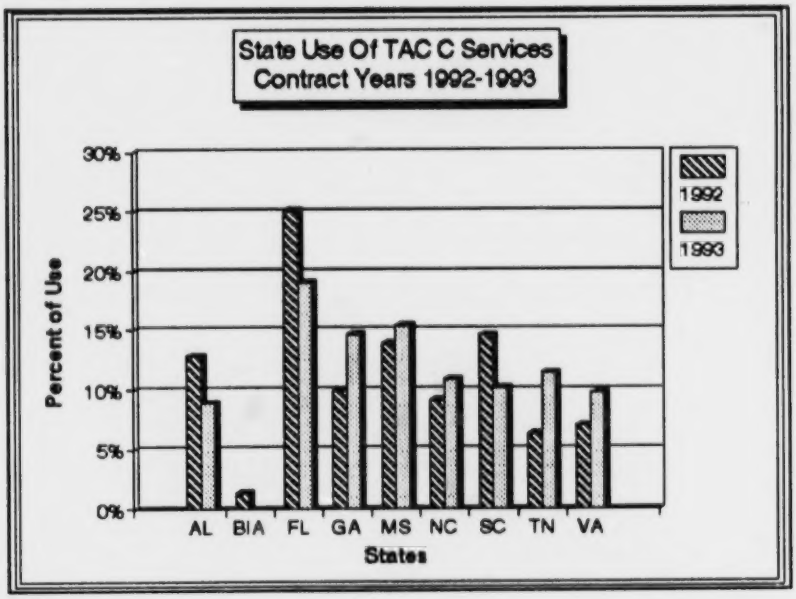


FIGURE 7

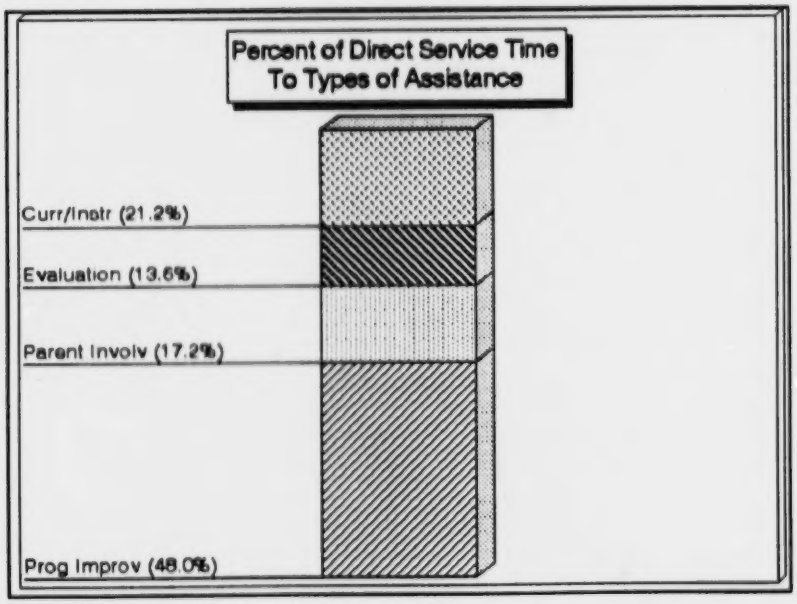


Table VI presents TAC hours of service provided regional states by TAC C for contract year 1993 for the four areas of Chapter 1 program priority. A total of 5,020 TAC hours was devoted to the provision of services to states. This table and Figure 8 show that across the region, the largest percentage of TAC effort was targeted toward program improvement with curriculum/-instruction, parent involvement, and evaluation being addressed with less frequency.

TABLE VI

Allocation of Direct Service Time
To Types of Technical Assistance
For Contract Year 1993

1993	Evaluation		Program Improvement		Curriculum & Instruction		Parent Involvement		Total
Period	Hours	Percent	Hours	Percent	Hours	Percent	Hours	Percent	Hours
1st Quarter	193	20%	336	35%	210	22%	212	22%	951
2nd Quarter	260	18%	707	48%	109	7%	403	27%	1,479
3rd Quarter	53	4%	787	53%	710	48%	203	14%	1,753
4th Quarter	177	21%	583	69%	35	4%	46	6%	840
TOTAL	682	14%	2,412	48%	1,063	21%	864	17%	5,020

FIGURE 8

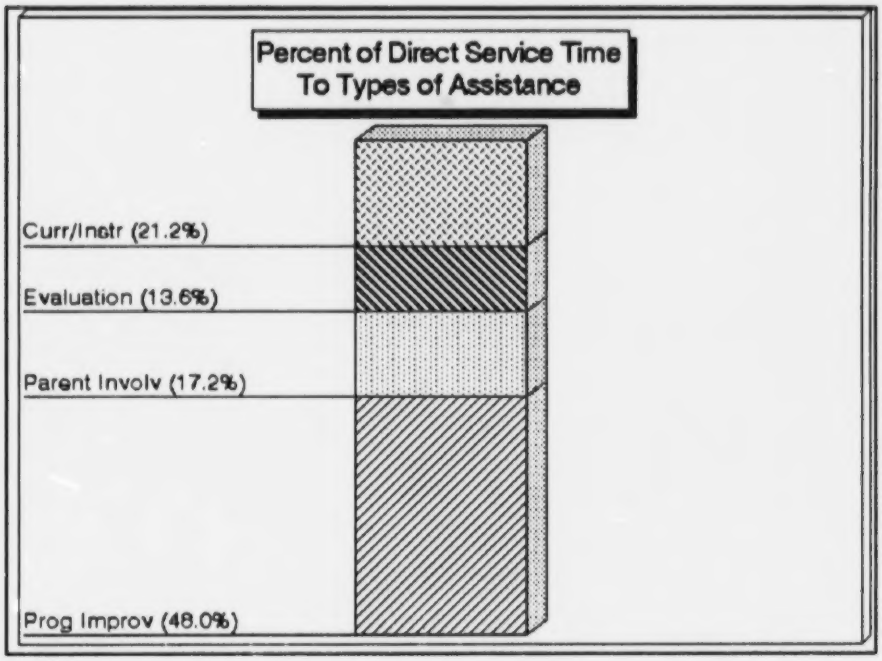


Table VII and Figure 9 provide comparisons of time allocations to active direct service areas for contract years 1992 and 1993. They reveal that:

1. A total of 9,295 TAC hours was focused on direct service during the two years of TAC funding.

2. TAC time for program improvement assistance was consistently in demand.

3 The time utilized in contract year 1993 for activities related to curriculum and instruction was nearly double that expended in contract year 1992.

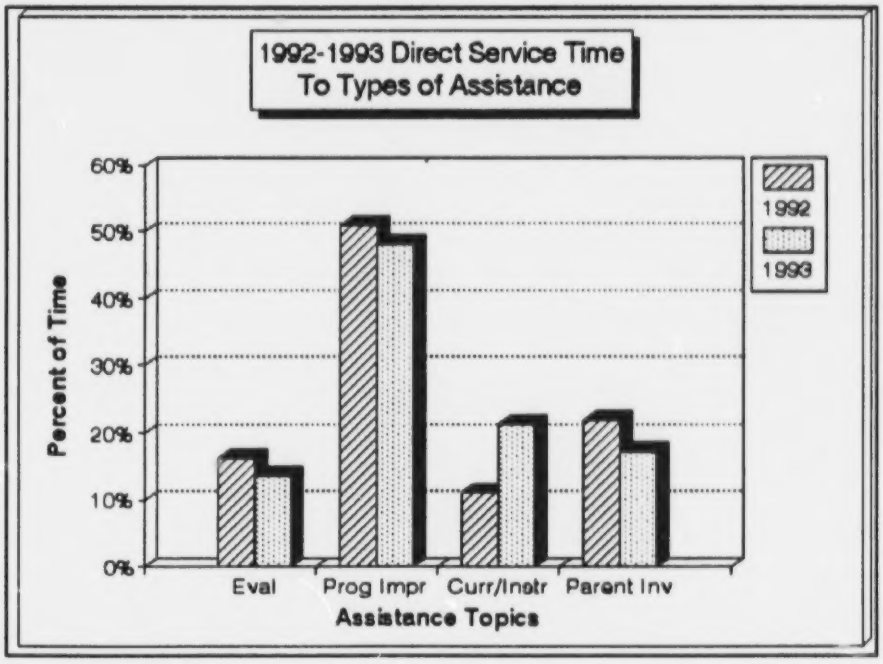
4. with the exception of curriculum and instruction, the pattern of hours allocated to the various topical areas was very similar.

TABLE VII

Allocation of Direct Service Time
To Types of Technical Assistance
Contract Years 1992 and 1993

	Evaluation		Program Improvement		Curriculum & Instruction		Parent Involvement		Total
Period	Hours	Percent	Hours	Percent	Hours	Percent	Hours	Percent	Hours
1992	695	16%	2,175	51%	469	11%	936	22%	4,275
1993	682	14%	2,412	48%	1,063	21%	864	17%	5,020
Total	1,377	15%	4,587	49%	1,532	17%	1,800	19%	9,295

FIGURE 9



SPONSORED CONFERENCES

Parent Involvement/Family Literacy Train-the-Trainer Seminar

As partners, we have again accomplished a major technical assistance goal. The Phase II TAC/R-TAC Parent Involvement/Family Literacy Train-The-Trainer Seminar met all expectations according to participant evaluations and staff observations. This session was designed to provide a more advanced perspective on incorporating parents into the instructional process. Because of TAC/SEA leadership, the teams within our region became the first regional group offered the opportunity to pilot a yet unpublished set of workshops produced by the USED Office of Educational Research and Improvement (OERI). Appendix B contains the agenda for this seminar.

Each participant received three days of intensive training conducted by Dr. Oliver Moles, OERI; Diane D'Angelo, Parents In Education Center; and the Region C TAC and Region 3 R-TAC staff. The inital R.E.C.A.P. (Reasonable Expectations Come At A Price) session revealed that those state teams who were most successful in the implementation of Phase I had state directors who assisted in the careful selection of the team, sought regional representation, informed LEA coordinators about the expectations for parent involvement training, and empowered the designated SEA contact to actively engage other team members in state- and local level planning and implementation. On the last afternoon each team was asked to plan for the implementation of Phase II within its state. The implementation of these plans cannot be accomplished without SEA guidance and support.

Preliminary plans were developed by each state team to facilitate future staff development. It is our intent that each state team meet to finalize plans and develop a comprehensive delivery system for training other SEA staff, LEA parent involvement specialists, and parents utilizing both Phase I and II of the seminar. The real success of this effort will manifest itself when there is an established parent involvement training resource system within each state.

Region C TAC and Region 3 R-TAC staff will be available to assist state teams as they plan for the dissemination and implementation of their state's vision for exemplary parent involvement/family literacy programs.

1993 Large School Systems Conference

The Large School Systems Conference (LSSC) held in Charlotte, North Carolina, on February 4-5, 1993, met the expectations of all Region C service area participants. This eight-state regional activity was established to allow SEA staff and Chapter 1 representatives from LEAs with a student enrollment at or above 35,000 an opportunity to discuss issues of program improvement, schoolwide project evaluation, and parental involvement from a large school perspective.

An advisory panel with representatives from Mobile, Alabama; Orange County, Florida; Fulton County, Georgia; and, Nashville, Tennessee, provided TAC staff with an initial conference focus and recommended location. The conference was designed to commit the bulk of the conference to a round-table format rather than following a more traditional conference format of selected presentations. This format was selected to increase the level of discussion and opportunities for sharing ideas. This format also allowed the expertise and experience of larger LEAs to become a focal point for discussions.

LEAs that met the enrollment criterion and/or which were recommended to TAC by each state's Chapter 1 director were invited to participate. Eighty-six participants representing twenty-three LEAs attended the LSSC. Representatives from USED, all eight SEAs and Project SERVE (SouthEastern Regional Vision for Education) were also in attendance. An agenda is presented in Appendix C.

Formal and informal feedback from participants was positive. A frequently heard comment was a request to establish the LSSC with a similar interactive format as an annual event within the TAC C region. Although there were requests to hold the next conference in various cities throughout the eight states, The Park Hotel in Charlotte, a highly rated component of the 1993 LSSC was the preferred location. Ken Hinton, the keynote speaker from Peoria, Illinois, was also highly rated by participants, as was the presentation by Daphne Hardcastle from USED. One participant's suggestion for the next LSSC was to develop a strategy that would allow even more group interaction and discussion during the round table presentations and the conference as a whole.

Program Improvement Train-the-Trainer Seminar

A Program Improvement Train-the-Trainer Seminar sponsored jointly by Region C TAC and Region 3 R-TAC was held on February 17-19, 1993 in Atlanta. This seminar was attended by teams from seven of the eight states in our region. The seminar focused on the program improvement planning process. The seminar emphasized the steps involved in successfully completing each planning component. Projected outcomes for the seminar were achieved as each state accomplished two tasks: (1) developing a strong leadership team trained to utilize the planning process as the catalyst to bring about systemic changes in the quality of Chapter 1 programs, and (2) establishing resource persons to facilitate the idea of "each-one-teach-one."

The diverse group of 79 seminar participants included state department of education consultants, local Chapter 1 directors and supervisory staff, and regional technical assistance consultants. The theme, "POSITIVE THOUGHTS: POSITIVE RESULTS," was reinforced throughout the seminar. Participants were encouraged to assess their thoughts about program improvement and broaden their current perspective on the quality and improvement of Chapter 1 programs.

Dr. John J. Schmidt of East Carolina University in Greenville, North Carolina, set the stage for this three-day seminar as he highlighted aspects of creating an intentionally inviting teaching

environment versus a disinviting environment. Dr. Schmidt motivated participants with humor during his remarks on "The Ingredients for Intentional Teaching."

Agenda topics not only provided time for team members to receive training in the program improvement planning process, but also included sessions presented by SouthEastern Regional Vision for Education (SERVE) and National Diffusion Network (NDN) representatives who highlighted services and programs available for networking with Chapter 1. Videos representing some of the effective programs in our region, along with current curriculum programs and an ABC/Peter Jennings Special Report, *"Common Miracles,"* were well received by participants. One highly rated activity was the Idea Swap luncheon, where each table was labeled with a topic such as ideas for summer programs and the in-class model. Participants exchanged effective program ideas on the designated topic. The resulting ideas were compiled into "recipe cards" for later dissemination. An on-site library furnished with a wide variety of TAC/R-TAC materials provided participants with an opportunity to become familiar with the vast resources available through TAC/R-TAC.

The seminar's culminating activity provided each state an opportunity to set a vision with projected plans for continuing program improvement technical assistance efforts. Preliminary plans to train other SEA staff and LEA personnel were developed by each state team. The real success of this effort will manifest itself when there is an established program improvement training resource system within each participating state. Region C TAC and Region 3 R-TAC staff will be available to assist state teams as they plan for dissemination and implementation of their state's vision for outstanding Chapter 1 programs.

Since the seminar, TAC has been responding to requests for materials. Over 250 follow-up mailings were completed. These include:

(1) copies of the projected action plans developed by each state team and Idea Exchange Luncheon "recipes",

(2) copies of all materials sent to participants were also sent to state directors,

(3) seminar materials sent to SEAs and LEAs unable to attend the training, and

(4) complimentary copies of materials sent to two TAC/R-TAC specialty option programs, the USED Project Officer for Regions C and 3, and the ETS vice-president for Field Service Offices

Appendix D contains the agenda for the seminar.

Regional Coordinating Council Meeting (RCCM)

The annual Region C TAC and Region 3 R-TAC Regional Coordinating Council Meeting (RCCM) was held in June at the Swissôtel in Atlanta. Two SEA representatives attended from each of the eight states in the southeastern region.

The theme of the meeting was *Change On Our Doorstep: Linking Chapter 1 To Education Reforms In The Southeast.* All sessions were designed to address some facet of the theme. The first day of RCCM was devoted to sharing and discussing regional concerns for technical assistance and the second day was devoted to reviewing information and materials provided to the states based on each plans for technical assistance. An agenda of the meeting is provide in Appendix E.

Daphne Hardcastle from USED provided a perspective of how Chapter 1 reauthorization intensifies state reform issues. SEA representatives discussed how state reforms have influenced Chapter 1 in their states and how Chapter 1 has impacted state reform initiatives.

Focused group discussions involved SEA and TAC/R-TAC staff in presentations and informal discussion on four issues—schoolwide project accountability requirements, alternative service models, alternative assessment, and summer school programs. A summary of the ideas that emerged during the focus groups ended the first day.

On the second day, TAC and R-TAC reviewed documents disseminated to the SEAs during the year and highlighted services which were linked to priorities in each state's plan for technical assistance. Each state provided a written summary of activities that was used as the basis for the discussion.

SEA representatives met with the appropriate TAC/R-TAC state coordinators to plan and prioritize future needs and to focus R-TAC/TAC technical assistance service activities. Representatives from NDN and SERVE also met with SEAs to discuss future coordination of program resources.

ALABAMA

Overview

In Alabama, 72 percent of the 1,302 schools in 99 percent of the 129 school districts received Chapter 1 funding during the 1992-1993 school year. These schools served approximately four percent of the 730,000 public school students through Chapter 1 programs in grades one through twelve. Almost half (48 percent) of the schools receiving Chapter 1 funds were in some phase of program improvement which is a focus for the state.

During the contract year, the Alabama State Elementary and Secondary Education Act Section (ESEA), once divided into Chapter 1 and Chapter 2 responsibilities, reorganized both in personnel and operations. The Chapter 1 and Chapter 2 staffs were combined to form the Federal Programs Section. Additional staff joined this section from other areas within the Alabama Department of Education. Over the course of the year, the staff grew from ten to sixteen staff members, eight of which are new staff members.

Operationally, the emphasis of the staff's role is to provide technical assistance while monitoring federal funds expenditures. To provide in-depth assistance, each of twelve staff members was assigned to work with a number of school systems within a particular region of the state. Each regional consultant is to assist the specified districts in all programs now included in the federal programs section (i.e., Chapter 1, Chapter 2, Title VII, homeless, migrant, neglected or delinquent, and Title II).

During the plans for technical assistance meeting at the beginning of this contract year, the SEA discussed these changes with Region C TAC and Region 3 R-TAC and indicated that their focus was on program improvement efforts. Therefore, the majority of TAC activities reported in this summary are in response to those efforts.

To ensure that TAC remained current with the SEA perspective during the reorganization, TAC attended two SEA meetings in which the SEA's organizational structure was discussed. First, regional meetings were held in the fall by the new assistant superintendent over the Federal Programs Section to inform school systems of the reorganization. During the regional meeting, the assistant superintendent emphasized that the role of the regional consultants was to concentrate on providing technical assistance to school systems; the SEA focus was on Chapter 1 programmatic issues.

Second, TAC attended the annual Federal Programs Coordinators' Conference (previously called the Chapter 1 Coordinators' Conference) in the spring. The change in the conference name mirrored the reorganizational structure of the SEA. Attendees included LEA coordinators of

Chapter 1, Chapter 2, Title VII, homeless, migrant, ESL/bilingual and Even Start programs. Emphasis was placed on recruiting migrant students, writing program improvement plans, parent involvement, and schoolwide project accountability.

The following TAC activities are compiled by areas that are outlined in the SEA and TAC plans for technical assistance. As indicated above, efforts under program improvement were of major interest to the SEA. The SEA also indicated a second priority of working with schools involved with schoolwide projects.

Program Improvement

As planned in the plans for technical assistance, most TAC activities occurred under the purview of program improvement because of the SEA's emphasis in this area. The major activities included the program improvement SEA staff training session, the previously described Program Improvement Train-the-Trainer Seminar hosted by TAC C/R-TAC 3 for SEAs, and the collection of SEA program improvement plans from all TACs and R-TACs across the nation.

In November, the SEA requested a one-day staff training session conducted by TAC and R-TAC. The session included a review of the basic concepts of program improvement as outlined by the Chapter 1 regulations because many of the staff members were new and unfamiliar with the regulations. TAC staff then directed an SEA review of the program improvement plan completed by the LEAs. The discussion which followed the review raised a number of issues that the staff dealt with on a regular basis when reviewing plans and determining needed technical assistance. SEA follow-up to the staff training session was to pilot supplementary guidelines for developing and completing the program improvement plans.

In February, the Program Improvement Train-the-Trainer Seminar was attended by two SEA staff members and eleven LEA representatives from across Alabama. These thirteen participants comprise the Alabama Program Improvement Advisory Committee. The seminar served as follow up to the one-day SEA staff training session for the two SEA staff members and built a common working foundation for all attendees.

The initial focus of the Advisory Committee following the program improvement seminar was to collect information regarding needs assessments. Upon SEA request, TAC C utilized the network of TACs and R-TACs to gather examples from around the country of needs assessments procedures and program improvement plans. This information was used to revise the piloted guidelines for Alabama LEAs in developing their program improvement plans. These guidelines, along with general information regarding the program improvement process, were presented by the SEA to LEAs at the Federal Programs Conference. More in-depth assistance will be provided by the Advisory Committee to LEAs in the form of examples of specific school situations.

As a part of the plans for technical assistance, a newsletter spotlighting effective practices in Chapter 1 throughout each of the eight states in the TAC C region, was disseminated. This

format allows SEA and LEA staffs to learn about Chapter 1 practices in other states. Copies of the semi-annual newsletter were disseminated to the Alabama SEA for distribution to each of the LEAs.

In addition, the Alabama National Diffusion Network facilitator and TAC have developed a cooperative effort of disseminating proven effective practices to Chapter 1 educators. A NDN facilitator provided information about the Network at the Program Improvement Train-the-Trainer Seminar and at the Regional Coordinators' Council Meeting.

Following work in Wilcox County School System as a model site during the previous contract year, Wilcox was featured in *Alabama Education*, an official publication of the Alabama Department of Education. The article, entitled "Chapter 1 Program Taking Off In Schools," is evidence of a collaborative program improvement effort among SEA, LEA, and TAC/R-TAC staff.

Schoolwide Projects

A secondary focus of the SEA as outlined in the plans for technical assistance was to assist with implementing schoolwide projects. The SEA took a number of steps to present their perspective to the LEAs.

First at the Federal Programs Coordinators' Conference in the spring, forms were disseminated by the SEA for determining whether a schoolwide project could operate in a second three-year cycle. The forms were initially drafted by TAC during the previous contract period upon request by the SEA. Prior to distribution at the Coordinators' Conference, the SEA revised the forms several times based on feedback from coordinators who piloted them.

Following the workshop, the SEA worked through the available options for determining whether a schoolwide project involving pre-kindergarten through first grade students can continue to operate for another cycle. Also discussed were the advantages and disadvantages of each option.

Major TAC activity during this contract year involved two presentations regarding various aspects of schoolwide projects at the Alabama Federal Programs Conference. One presentation provided general information regarding schoolwide projects, including specific suggestions for developing a plan. The second workshop followed the lead taken by the SEA at the Coordinators' Conference. The workshop focused on options available for meeting the accountability requirement for schoolwide projects. Guidelines provided by the U.S. Department of Education were presented in addition to recommendations for examining a variety of data that may provide evidence of positive effects of a schoolwide project.

Curriculum and Instruction

Closely related to program improvement is the area of curriculum and instruction which was also included as a component of the plans for technical assistance. Materials dealing with

instructional models were provided to an LEA upon request by the SEA. This information was initially shared with the SEA staff during their one-day program improvement training session.

A second LEA also requested materials outlining the in-class model. In addition, the coordinator was referred to the Birmingham City School System Chapter 1 coordinator who has implemented the in-class model for several years.

Parent Involvement

Another component of the plans for technical assistance was parent involvement. The Parent Involvement Train-the-Trainer Phase II Seminar was attended by nine Alabama SEA/LEA representatives. To inform each of the LEAs of the activities of the seminar, the SEA reproduced two of the five workshops presented during the seminar and distributed them to each LEA. The SEA also indicated that the remaining workshops will be duplicated upon request from LEAs.

Evaluation

A final area in which TAC provided technical assistance was evaluation. Six LEAs requested information regarding early childhood assessments, a Chapter 1 data management program, and multiple criteria for Chapter 1 selection.

Two LEAs were interested in information on early childhood assessments that would assist in the selection of an instrument. The *Selected Early Childhood Test* chart and test summaries produced by the Chapter 1 Test Information Center were provided as resources.

Two school systems requested TAC assistance with the Chapter 1 Information Management Program (CHIMP). Once questions were answered, Chapter 1 personnel produced evaluation reports.

Two LEAs required specific information concerning multiple criteria selection of Chapter 1 students. Information from a school system using this selection process was provided. Technical aspects of weighting the criteria for the selection process were also discussed.

Outcomes

1. Information provided at the SEA staff training and the regional TAC/R-TAC-sponsored program improvement seminar, as well as materials supplied in response to specific SEA requests served as a springboard for a number of activities initiated by the SEA. Guidelines for writing a program improvement plan were adopted and refined. Also, a program improvement advisory committee was assembled and is in the process of developing a handbook for program improvement efforts.

2. Awareness of practices throughout Region C has been raised via the *First Chapter* newsletter sent to all LEAs within the region.

3. Information shared by the TAC with the SEA was used as a resource by SEA staff in providing technical assistance to LEAs.

4. Forms drafted by TAC in response to a SEA request culminated in a product used as the major avenue for determining schoolwide project continuation.

5. Materials disseminated at the TAC/R-TAC-sponsored parent involvement seminar were copied and distributed to each school system.

6. The number of SEA citations of LEA parent involvement programs in Chapter 1 applications was reduced from four in the 1991-1992 applications to none in the 1992-1993 applications.

7. TAC worked through electrical data management problems with LEA Chapter 1 personnel. LEAs were able to then produce appropriate evaluation reports.

BUREAU OF INDIAN AFFAIRS

There were no Bureau of Indian Affairs (BIA) services directed to the Region C TAC by the BIA. However, TAC staff maintained contact with the director of the option. Region C TAC staff have been asked to present at the fall national BIA conference to be held in Orlando, Florida.

FLORIDA

Overview

Florida provides Chapter 1 programs in all 67 school districts, serving a grand total of approximately 178,500 students with approximately $236 million. The migrant education program serves approximately 32,500 students with $23 million.

During 1992-93, technical assistance activities focused on state priorities and needs that were developed through the plan for technical assistance. The following summary is organized by major SEA priorities for TAC assistance.

Technical Assistance

Development of an improved SEA staff capacity to provide technical assistance to LEAs in program improvement efforts.

TAC staff provided a five-day training session for 23 SEA staff during the first half of this contract year. This event extended the capacity of the SEA to provide technical assistance to LEAs and diminish episodic SEA technical assistance to isolated LEA requests that occurred throughout the 1992-93 school year. SEA participants focused on the following goals that they had established for themselves to:

A. understand Blueprint 2000 and the Accountability Commission's mandates and framework;

B. become aware of approaches that districts are using to develop school improvement plans;

C. understand DOE School Improvement support efforts, including the pilot project to combine informational requirements that includes Dade County Schools;

D. identify ways that Chapter 1 staff could be involved, and provide a leadership role in the Florida School Improvement process;

E. become more familiar with selected techniques and models that school districts are using in their program improvement efforts;

F. identify and prioritize strategies that establish good practices and diminish barriers for individuals, and area offices, when implementing a facilitative role with school districts; and

G. develop a plan of action for each area office that supports movement towards inclusion of a facilitative leadership role with school district improvement efforts.

Evaluation feedback from this training session was positive and established a commitment for the SEA to continue developing their capacity in future contract years. Preliminary discussion at the RCCM at the end of the fourth quarter with SEA staff reinforced that this would be a priority for the 1993-94 plan for technical assistance.

Also reflecting the goal of capacity-building of SEA staff, another in-service that occurred early in the school year was adapted to provide both the LEA and representatives from area offices with professional development activities. This in-service provided information about improving achievement test results and involved 84 individuals. SEA representatives assisted the groups by rotating among the teachers, and, in addition, learned about strategies for effective test taking that the teachers are proposing to use that are incorporated in their daily instruction.

Representatives from the SEA area offices are developing capacity to present similar workshops to LEAs throughout Florida. TAC's role shifted from direct presentations to LEAs to supporting SEA staff who provided the workshops to LEAs in their respective areas.

LEAs will implement evaluation strategies for assessing schoolwide projects.

TAC provided technical assistance at a SEA-sponsored roundtable conference concerning various Chapter 1 evaluation issues during the second quarter. Involving 20 LEA and 4 SEA staff, the two-day conference covered topics in the areas of evaluation strategies, student selection, data gathering, data analysis, data transmission, and effective dissemination.

One area office was provided assistance with the details of schoolwide evaluation as applied to student achievement accountability. Two SEA staff and two LEAs were provided with technical assistance information that focused primarily on schoolwide project accountability. Additional details targeted testing requirements and general parameters about implementation.

TAC staff participated in another two-day, state-wide evaluation conference with 28 LEA and 4 SEA staff in Tampa during the fourth quarter. One topic that was discussed at length was schoolwide project accountability: trends by models, the proportionate method, and the effects of various service delivery strategies when the evaluation controls for the effects of poverty. A USED representative and TAC staff provided an orientation to reauthorization issues and their potential impact.

LEAs will have a better understanding of alternative assessment and its role in Chapter 1.

TAC staff provided consultive services to the evaluation special interest group that met within the Fall Technical Assistance Conference. Six preschool assessments were reviewed for use within the Florida Migrant Program. The early childhood reference chart and other materials developed by the Region C Test Information Center were distributed to the thirty-five LEA and five SEA representatives. Key issues to consider when selecting such an assessment instrument were offered to the group. LEAs were also provided information about alternative assessment, program evaluation, and pre-kindergarten program models.

During a five-day workshop in the fourth quarter that focused on preparing basic, schoolwide, and migrant applications for the 1993-94 school year, eighteen SEA representatives from Tallahassee and the two area offices, and 38 LEA staff were provided with resource materials and a staff development workshop on assessment alternatives in early childhood programs. The SEA has requested that the workshop resources be distributed to other state area offices. Eight LEAs have requested additional TAC assistance to review alternative standardized measures for pre-kindergarten, kindergarten, and first grade Chapter 1 programs.

The Area One SEA office administrator requested assistance from TAC to review and edit information that was an outgrowth of a previously conducted TAC workshop on early childhood

assessment. The 30 LEA representatives were guided through a review process that considers whether assessment procedures are consistent with their curriculum materials.

LEAs will implement effective parent involvement programs; the SEA will develop a facilitative role between TAC, LEAs, and state cadre members.

Two LEAs were provided with information and resource materials about effective parent involvement programs in middle schools and training to do home visitations early in the contract year.

The SEA reconstituted their Parent Involvement Leadership Team to provide greater visible leadership throughout the state. The SEA expanded its list of individuals who participated in Phase I of the Parent Involvement Seminar to include LEA representatives and named a SEA representative as chairperson of this state-wide leadership team. This expanded team was convened during the Fall Technical Assistance Conference and offered an abbreviated training session before the Phase II Seminar.

TAC staff provided an overview of information from the Phase I Seminar for the entire team, but most importantly for the newly-added individuals who had missed the first phase of training activities. A preliminary plan of action was drafted by the team, and brought to the December training.

As detailed at the outset of the state-by-state section of this report, phase two of the Parent Involvement/Family Literacy Train-the-Trainer Seminar was held in Atlanta during the last of the second quarter. During the Phase II Training, the Florida team was provided an orientation to training materials developed by the Office of Education Research and Improvement and the Parent Specialty Option at Region A TAC. An updated plan of action for the team was presented to the other seven state teams in attendance on the last day of the conference.

TAC staff assisted Area IV SEA staff to prepare and present a two-day training session for ten LEAs in their geographic area during March. SEA representatives worked with TAC staff to develop presentation techniques and workshop strategies for the training session. Discussion focused on strategies for using the train-the-trainer approach with the LEAs as a model for the Florida parent involvement program. The State parent involvement team reported their progress and plans at a SEA meeting in Tallahassee on early in the fourth quarter.

Two LEA and two SEA staff were assisted in April and May to prepare and present workshops. These workshops are direct outcomes of the TAC training provided in December to the Florida team. TAC assistance reinforced individual initiatives and supported the expertise that had been developed through the prior training.

The SEA will have a team trained in program improvement and will provide assistance to LEAs throughout the state.

Eleven representatives, eight from SEA positions and three from LEAs, attended the TAC/R-TAC-sponsored Program Improvement Seminar that was held in Atlanta in the third quarter. During the three-day training, the Florida team developed the following plan of action:

- Provide an overview for the LEAs at the State Technical Assistance Meeting in April,
- Hold coordinator meetings in each area office to review procedures and strategies,
- Purchase needed resource materials for each area office to support LEA program improvement activities, and
- Develop an on-going support and informational network for state team members.

TAC followed-up these plans during the five-day workshop that took place in Melbourne in May, and found that SEA staff were satisfied with their ability to provide assistance to the LEAs as planned.

Large School Systems will clarify issues, establish contacts, and exchange information about Chapter 1 programs.

Three representatives from the Florida Department of Education and five participants from three LEAs attended the Region C TAC-sponsored Large School Systems Conference (LSSC) that was held in Charlotte in February. Participants were able to clarify issues in program improvement, schoolwide projects, and parental involvement. TAC provided a conference directory to assist participants in establishing contacts across the eight-state service region. The conference was structured to allow participants to exchange information through roundtable discussions and informal interactions. Formal and informal feedback from the Florida participants has supported the concept of a regional Chapter 1 conference for large school systems and establishes a need to continue this type of technical assistance.

SEA will be able to access test information files via an electronic bulletin board system (BBS).

Two SEA staff were provided training in the Atlanta office in the second quarter about using the TACNET electronic bulletin board developed by Region C TAC. During the current contract period no service requests were made by Florida staff because they did not have a modem available to access the service. TAC staff provided an on-site training session in June to support additional SEA staff access opportunities.

SEA and LEA staffs will receive resources as requested.

TAC participated in a National Diffusion Network Conference in Washington, DC, that included the Florida State Facilitator. Discussions focused on how TAC and the NDN representatives could work together in the future.

TAC provided an area staff person with background and current status information about issues relating to identification and recruitment of migrant students in preparation for a state conference that was held in the first quarter.

Outcomes

Region C staff collected some outcome information through telephone interviews, observations, workshop evaluations, and informal conversations. Below are selected priorities from the Florida plan for technical assistance for which outcome data are available.

Development of an improved SEA capacity to provide technical assistance to LEAs in program improvement efforts.

- *Staff Satisfaction/Acquiring Information.* The SEA staff that participated in the Melbourne workshop provided an overall positive evaluation of the presentations, format, and group planning that took place. They recommended that time be allocated to continue this activity in the 1993-94 contract year. The SEA has followed through with the request and has asked that Region C TAC provided professional development for the area SEA staff as a means to improve their capacity and morale.

- *Improved Staff Capacity.* The SEA will be using the improved staff capacity to implement an evaluation of selected successful and unsuccessful schoolwide projects. The assessment has been projected to go beyond existing data base information to diagnose effective school components that may be influencing their success or lack of it. It is projected that the workshop training format that was used previously will be revisited to orient staff to qualitative components of monitoring.

- *Improved Interdepartmental Collaboration.* The SEA has taken the initiative to share a statistical analysis of approximately 70 schoolwide projects with others in the Florida Department of Education. This has developed an inter-departmental discussion about key components to provide effective services for at-risk children. Outcomes from this inter-departmental collaboration may influence state priorities in future years.

LEAs will implement evaluation for assessing schoolwide projects.

- *Improved Staff Capacity.* Dade County Public Schools, the largest district in Florida and the fourth largest in the nation, will be collaborating with the SEA to evaluate the previously mentioned selected successful and unsuccessful schoolwide projects, a majority of which are located in Dade County. Since Dade County staff will be fielding school review teams to assess the status of all their 93 Chapter 1 schools, they will contribute to the SEA study and benefit from the SEA/LEA collaborative use of resources. Since Dade County was also involved with the Nine-site Initiative that is reported in Task 3, this SEA/LEA collaboration is also discussed in Task 3 as an outcome.

LEAS Will implement effective parent involvement programs; the SEA will develop a facilitate role between TAC, LEAs, and state cadre members.

- *Improved Staff Capacity.* The Florida Parental Involvement Leadership Team actively served as a state resource after the training that occurred in the second quarter through the TAC-sponsored train-the-trainer workshop. A majority of the state team had success with providing LEAs and other SEA staff with professional development in parental involvement. The SEA will be using these successes to retrain team members that have staff development needs themselves, and will continue to support their resource base throughout the state as the team and its network expands.

GEORGIA

Georgia has 183 school districts, all receiving by Chapter 1 services at 1,106 schools. According to the latest available data, there were 154,819 Chapter 1 children in Georgia, where the 1993 Allocation was $180,200,000.

Very few personnel changes have occurred in the Georgia Chapter 1 office this year, giving stability to this organization. John Hooper remains as the state director, and is instrumental in focusing on positive changes in Georgia's program for disadvantaged students. A proactive attitude exists in the department and this has carried over to many of the local districts that have, along with the SEA, requested TAC C services. Reflecting the objectives set out in the Plan for Technical Assistance, all delivery of services was focused on capacity building and establishing contact with agencies that enhance the SEA's delivery of services to LEAs, such as the National Diffusion Network. Services provided to Georgia are discussed according to the objectives outlined in the Plan for Technical Assistance.

Technical Assistance

In negotiations between the Georgia SEA and Region C TAC, ten major objectives were outlined as anticipated outcomes in the Plan for technical assistance for this contract year. A major emphasis agreed upon at this meeting was the building of capacity for the SEA and LEAs in several areas relevant to Chapter 1 services. This capacity building has enabled the staff from Georgia to develop strategies for improved instruction based on local and regional needs.

The following areas were designated to receive the most emphasis by Region C in Georgia this year:

- assessment of student needs and design of effective programs,
- training in parent involvement,
- training in program improvement,
- awareness of Large School Systems concerns,
- improvement of services for Chapter 1 students, with emphasis on early childhood programs, and
- provision of SEA and LEA requested resources.

Assessment of Student Needs and Design of Effective Programs

During this contract year, many hours of Region C technical assistance time have been devoted to expanding SEA and LEA knowledge of Chapter 1 practices on developing multiple criteria student selection programs. Several workshops and on-sites have been held in the state. In one session, individual districts were helped with the formulation of diskettes for use with MS-DOS spreadsheet programs. Several SEA staff and selected LEA representatives attended these training sessions and are now assisting other LEAs in multiple criteria student selection programs, both in terms of identifying appropriate assessment criteria for use in developing composite scores, and in setting relative weights for the criteria expressions.

Another training session was conducted by Region C TAC for eight SEA staff on needs assessment and student selection focusing on the advantages and disadvantages of different methods of collecting information related to these activities and the interpretation of resultant data. Hands-on activities made this a more meaningful exercise, and will transfer the knowledge better for a train-the-trainer setting where these participants will train others. As a result of these activities, a Georgia SEA staff member visited the TAC C office to research the TAC files and library for needs assessment information in order to better enable the state to assist LEAs.

Training In Parent Involvement

Phase II of the Parent Involvement and Family Literacy Train-the-Trainer Seminar was held in Atlanta in February of this contract year. The team of selected SEA and LEA staff from Georgia had attended Phase I the previous year, and had indeed carried out several components of their statewide plan developed at that time. After reviewing their progress, and having access to the materials, presentations and other contacts made during the three day session, another state plan was developed, refining some of the components from the previous year's plan. Region C assistance was given to the Georgia team during this meeting and continued TAC service was included in the plan. The team uses all the resources from this seminar as it trains other LEAs.

Other responses to requests for assistance in parental involvement matters included a Saturday workshop for eighty-three parents, teachers and program administrators on strategies to assess and develop viable parent involvement programs to improve effective parenting. This was the first statewide conference co-sponsored by the Georgia Parent Teacher Association and Chapter 1 Division of the State Department of Education. Another workshop was delivered to a metropolitan Atlanta district that had adopted parental involvement as their primary initiative for the year. As a result of this workshop and an on-site, the district calendar was modified to increase the number and type of parental involvement and community activities for the upcoming year. Requests for information on Even Start grant information, effective programs in existence, suggestions for setting up a parent center, development of a parent survey, and visits to parent centers were also answered by TAC C this year.

Training In Program Improvement

The major focus of Program Improvement training in Georgia this year has been the Train-the-Trainer Seminar held in Atlanta in February and co-sponsored by TAC/RTAC, Regions C and 3. The Georgia state Chapter 1 director chose a team of SEA and LEA personnel to attend the seminar and to receive the training. Intensive interaction took place among all team members as they participated in activities designed to stimulate thinking and present alternatives to the conventional delivery of Chapter 1 services to schools in program improvement. The culmination of the three-day seminar was the development of a unique state plan for the team to use in training others across their state. A large resource book was presented to each participant. TAC C services continue to be included in the state plan, with the majority of requests for technical assistance from LEAs being handled in conjunction with the state team.

Other training sessions held in Georgia this year that addressed program improvement included two pilot workshops for participants in the first phase of program improvement. The first session had 122 participants representing ten urban and rural LEAs and was presented with assistance from R-TAC 3. The second session was for eighteen inner city Atlanta Public Schools. Both training sessions were presented by Region C TAC with assistance from the Georgia SEA. Strong emphasis was placed on the correct writing of desired outcomes and how these outcomes would be evaluated. Large group activities involved the participants in the

exploration of alternatives to the conventional services provided by Chapter 1 and the pros and cons of each alternative. The day-long sessions culminated in the initial writing of each school's program improvement plan. Joint planning for middle schools was discussed with staff and faculty by Region C TAC and an SEA representative. Suggestions were made for innovative and alternative instructional methods to be used this year.

The evaluation of schools in program improvement was the topic of discussion at an on-site with the Georgia Chapter 1 evaluator. In addition, the evaluator attended the pilot program improvement workshops mentioned above and will use this information with the schools' planning teams.

Awareness Of Large School Systems Concerns

Georgia was represented by participants from the SEA and several large LEAs at the Large School Systems Conference (LSSC) held in Charlotte, North Carolina in February. Region C TAC sponsored and facilitated the conference which brought together participants from SEAs and several large school systems in the southeastern United States. Held for the first time in several years, the LSSC provided a forum for sharing, comparing and discussing goals and problems unique to large, usually urban systems. One day of the meeting was focused on round table discussion of three major topics: program improvement, parent involvement, and evaluation, particularly schoolwide. Participants were allowed to question or elaborate on anything discussed in each session. Other opportunities were presented for dialogue and interaction by the representative from the US Department of Education, and at a panel composed of SEA, LEA, and USED representatives. Several districts brought displays, materials and videos to share with the other participants. The conference was an overwhelming success, and is planned to be repeated next year. As a result of contacts established here, several examples of networking across state lines have emerged.

Improvement Of Services For Chapter 1 Students with Emphasis on Early Childhood

Fayette County, Georgia, is an outstanding example of a district that has adopted the preventive rather than remedial approach. The district decided that as a result of their needs assessment, all their Chapter 1 funds would be devoted to pre-kindergarten classes throughout the district's eligible schools. On-site meetings were held by TAC with local staff where pertinent information was shared about the development and success of the program. This information will be helpful to other LEAs considering the same option.

Reflecting a move in Georgia to a preventive posture rather than remedial approach, requests for information on early childhood screening instruments have been in evidence this contract year. A request from Atlanta City Schools concerned the need to correctly identify children at the earliest possible school age for Chapter 1 services. Information has been furnished by TAC C at every opportunity.

A metropolitan Atlanta schoolwide project elementary school has become Georgia's first year-round school. During the first year of classes, the Chapter 1 students in this school averaged an eight NCE gain over that from the previous year. The principal, in discussions with Region C TAC, stated that the schoolwide project and the year-round sessions were the best possible combination for Chapter 1 children at his school. There has also been a positive increase in parental involvement during this time. Materials about this program have been published and disseminated to LEAs in Region C that have shown interest in this concept.

The Model Site

The model site chosen by the Georgia SEA, Griffin-Spalding County, has received considerable TAC C assistance this year as it redefined its goals to better serve the children of its district. Recently named as a metropolitan Atlanta county, the previously rural area faces an increasing influx of families that had not previously lived here. Schools are being merged and problems of the schools and community are being defined for the changing as well as existing population of students.

One school in particular, Moore Elementary, has been chosen for intensive assistance as it attempts to become a schoolwide project. It will also be the receiving school for merger with a local primary school. Surrounded by project and low-cost housing, most of the children walk to school. The school has a real opportunity to become a community center, involving agencies throughout the county that serve the families of this school.

In facilitating a revision of their schoolwide project application, TAC C personnel helped the staff at the school re-define their focus and goals for the plan and application. Several options and resources proved useful in the committee's planning, such as information on programs available from the National Diffusion Network. At least one NDN program is expected to be adopted as a result of the information provided by TAC.

Intensive collaboration between TAC, the district coordinator, the principal, the committees, the staff and the SEA representative have resulted in a much improved product for submission to the SEA. As the staff completed their research, options for positive modifications in the school's services and instruction became not only possible, but attainable.

Provision of SEA and LEA Requested Resources

Other than the previously discussed responses to requests for services TAC C has received this year, other technical assistance has been sought and received. The SEA office has requested throughout the year, assistance on topics such as schoolwide accountability requirements, the use of norm-referenced tests, and the use of proportionate analysis. Other assistance included analysis of the compilation of achievement data collected from 1986 to the present. Long-term trends and patterns were sought by the SEA Chapter 1 evaluator, who presented this information at the statewide Georgia Chapter 1 Directors Meeting held in the spring of this year. The Georgia director of migrant education sought assistance in conducting the migrant education

study requested by USED/OME. Relevant materials were sent to the state director for review before a meeting to discuss how specific data will be drawn from existing records. The possibilities presented by the use of the CHIMP computerized data management program were also discussed with an LEA.

Outcomes

As a result of technical assistance from the Region C TAC this year, the Chapter 1 program in Georgia has seen the following positive outcomes:

- There has been an increased level of knowledge on the development of multiple criteria student selection programs as a result of intensive training sessions held by Region C TAC for staff from the SEA and several LEAs.

- Parent Involvement knowledge and expertise have been enhanced as a result of the second phase of training where the team received training and materials to be utilized throughout the state.

- The Program Improvement Train-the-Trainer Seminar was the catalyst for the SEA Chapter 1 office to sponsor the first state-wide School Improvement Conference. The Program Improvement team for Georgia has served as the advisory board for the planning phase, while TAC has facilitated the process.

- Additional knowledge and expertise in alternatives to conventional services were obtained by representatives from several districts attending pilot Program Improvement workshops. Many of these districts have since adopted the alternatives from the awareness they received at these pilot sessions.

- Several large Georgia districts and representatives from the SEA were able to network with similar regional districts at the TAC C sponsored Large School Systems Conference.

- Awareness of practices throughout Region C has been raised via the *First Chapter* newsletter sent to all SEAS and LEAs within the state.

- Information shared by the TAC was used by the SEA in providing technical assistance to LEAs.

MISSISSIPPI

Overview

The 1992-93 operational year within the State of Mississippi involved major organizational changes in both the State Education Agency as well as Chapter 1. The state department of education appointed a new superintendent in July. This change in chief administrators precipitated a freeze on hiring for the purpose of downsizing the department. This action delayed a reorganization effort of the Chapter 1 program. The new management system was designed to add more program improvement staff and additional specialists in the areas of technology, curriculum and mathematics.

Major appointments in the SEA reorganization were completed in the third quarter. Key appointments at the level of associate superintendents were made. The Chapter 1 staff was organized as a separate Bureau with Milton Matthews as Director of the Bureau of Compensatory Education. Mickey Burgess and Hubert Staley were appointed as Division heads of Program Improvement and Compliance respectively. Milton Matthews has completed a term as the President of the National Association of State Chapter 1 Directors and on the committee to review testing in Chapter 1.

In addition, the evaluator accepted a teaching position in the local school system. Region C TAC staff trained the interim evaluator, Ann DeFoore, in basic Chapter 1 evaluation design and in the utilization of CHIMP. David Daves, program improvement specialist resigned to become Federal Programs Administrator for Bay St. Louis Public Schools on the Mississippi Gulf coast.

In spite of the reorganization and staff reductions, the SEA and Region C TAC have been able to accomplish a large majority of the program service hours designated by the SEA in the plan for technical assistance this year. The emphasis was placed on technical assistance to the SEA and LEA staffs in the following areas:

- expanding their knowledge of Chapter 1 instructional practices,
- development of their capacity to provide technical assistance to LEAs in program improvement and schoolwide projects,
- improving the quality of implementation and the quantity of parent involvement and family literacy programs, and
- assistance with Even Start, Secretary's Recognition, NDN/Chapter 1 collaboration.

The vehicle for delivering these services included:

- assistance with the planning and implementation of the Mississippi Association of Federal Program Directors Annual Summer Conference in July, 1992, in Biloxi, Mississippi,

- Phase II of the Parent Involvement Family Literacy Train-the-Trainer Seminar in December 1992, Atlanta, Georgia,

- Program Improvement Train-the-Trainer Seminar in February 1993, Atlanta, Georgia,

- parent involvement training sessions for selected LEAs,

- continued technical assistance to Jackson Public Schools in the implementation of the plan for double staffing in the early elementary grades,

- Region C TAC Large School Systems Conference (LSSC) on evaluation, parent involvement and schoolwide projects, February, 1993, Charlotte, North Carolina, and

- Region C TAC/Mississippi Chapter 1/Mississippi NDN collaboration pilot project sponsored by the United States Department of Education.

Outcomes

A brief summary of significant outcomes follows.

Parent Involvement/Family Literacy Train-the-Trainer Seminar

Phase II of the Train-the-Trainer session was held during the latter portion of the second quarter in Atlanta. All of the original Mississippi team returned for advanced training. The team has been providing training for other programs within the state. Phase II focused on evaluation and home learning.

TAC staff consulted with those districts in need of intensive work in reorganizing teams and training new staff in qualitative planning for parent involvement.

There is a definite increase in the level and quality of parent involvement programs in Mississippi as well as within the TAC C region. The impact of Phase I of the Parent Involvement Train-the-Trainer Seminar has been assessed and results show many positive changes in policy decisions and utilization of a variety of parent programs. More importantly, the number of team members capable of conducting training sessions locally and within the state.

Mississippi along with other states within the TAC C region were able to share successful implementation strategies and elements of exemplary parent/family literacy strategies.

TAC staff has been consulting with those districts in need of intensive work in reorganizing teams and training new staff in qualitative planning for parent involvement.

Three sessions on planning effective parent programs were presented to Chapter 1 administrators and parent specialists at the Mississippi Association of Federal Program Directors in July in Biloxi.

Large School Systems Conference (LSSC)

The LSSC was held in Charlotte, North Carolina, during the third quarter. Participants from the SEA and Jackson Public Schools were in attendance. Jackson Public was the only school district in Mississippi identified by the SEA to attend the LSSC because over 95% of the school districts in Mississippi are considered rural. The conference allowed opportunities for discussion of shared and unique problems in large systems throughout the southeastern region.

Round table discussions facilitated the exchange of ideas by participants who had similar responsibilities and who have access to staff and resources to implement lessons learned. The round tables focused on the categories of Program Improvement, Parent Involvement and Schoolwide Projects/Evaluation. All of these topics are major areas of concentration for the Mississippi Plan for Technical Assistance.

Jackson Public Schools brought extensive materials and descriptions of programs they had in their district. This included the very successful Reading Recovery Program and their Early Childhood Transition Program.

Program Improvement Train-the-Trainer Seminar

On February 17-19, 1993, Region C TAC and Region 3 Rural TAC sponsored the Program Improvement Train-the-Trainer Seminar in Atlanta at the Sheraton Atlanta Hotel. The format used for this Train-the-Trainer Seminar was the same as that of the successful parent involvement seminars, phases I and II. Teams were chosen by the SEA directors and consisted of SEA and LEA personnel who would have the responsibility to train other LEA staff within the state.

The intent in Mississippi was to train all SEA staff who do not currently have program improvement responsibilities. This would improve their ability to provide on-site technical assistance to LEAs as they monitor for fiscal accountability. Intensive interaction was required of all team members as they participated in activities designed to stimulate thinking and present alternatives to conventional delivery of Chapter 1 services to schools in program improvement.

The culmination of the three days was the development of a unique state plan for the team to train others across the state in what they had learned. A very large resource book was presented to each participant. Region C TAC staff assisted the Mississippi team in their first on-site planning meeting during the fourth quarter. The team has been given a half-day of the July,

1993 Summer Conference agenda to present effective program improvement models as well as a broadened perspective on the changing role of program improvement in the state of Mississippi. Region C TAC staff will participate in this session. All Chapter 1 LEA coordinators and federal program directors will be in attendance.

TAC and R-TAC presented sessions at the July 1992 Mississippi Summer Conference on Self-Esteem and Parent Involvement. TAC staff also gave an overview of TAC/R-TAC services and history to a group of twenty-one new LEA coordinators. Following the Summer Conference, TAC staff took advantage of being in the area and conducted a planned workshop for George County Schools in Lucedale, Mississippi. The workshop on coordination of instruction was for over 60 teachers, aides and principals. The outcome was covered release time for planning between the Chapter 1 and regular teacher. This had never been done before the workshop.

Further, the state conducted a series of Program Improvement Institutes. TAC staff served as a facilitator for the planning sessions on how to invite school success. The workshop leader was Dr. William Purkey of the University of North Carolina at Greensboro. School-based teams were trained in the methodology and were expected to train their faculty and to implement the program. This train-the-trainer strategy was adopted from TAC.

In addition, TAC participated in a series of joint planning work sessions for LEAs in year two and year three of program improvement. The sessions focused on revisions of the year—two plans and alternative program solutions as well as student program improvement. The sessions were held in Jackson, Hattiesburg, and Oxford, Mississippi. TAC C co-presented at two of the sessions.

Additional Technical Assistance and Training

At the beginning of the first quarter, TAC C staff conducted two workshop sessions for the staff of Jackson Public Schools on the use of double staffing as an instructional strategy. Participants included principals and teachers of schools who are involved in the early intervention program. These workshops are an outcome of work completed this summer in assisting the school district in the planning of this major change in the way instruction is to be delivered.

In Jackson Public Schools double staffing places two certified teachers in one classroom to provide twenty-five-to-two student teacher ratio. It increases the number of teachers from 1 to 2, decreases the need for a teacher assistant, mandates team teaching, and requires no purchase of portable classroom units. Jackson allowed any Reading Recovery school to volunteer participation in the double staffing model.

There has been a continuation of calls from CHIMP users as they are creating data files or generating reports. The major inquiries have been minor technical problems which have been answered by TAC staff or referenced to Region E TAC.

TAC staff was available for on-going technical assistance to the new evaluator in problem solving LEA evaluation reports. An on-site training session in program evaluation was also conducted. TAC began a review of CHIMP as an alternative for state-wide evaluation in Mississippi.

Chapter 1/NDN Collaboration Initiative

Missouri, New York and Mississippi have been chosen as pilot states for collaborative projects involving the National Diffusion Network and Chapter 1. The Mississippi pilot project team is comprised of Milton Matthews, Director, Bureau of Compensatory Education; Bobby Stacy, Mississippi NDN State Facilitator; Albert Williams, Chapter 1 Director, Greenville Public Schools and Johnnie Follins and Mary Martha Wilson, Region C Chapter 1 Technical Assistance Center, Educational Testing Service.

The following are expectations and activities planned or implemented by the Mississippi Chapter 1/NDN Region C TAC team.

SEA Chapter 1 Program

1. **Increase the number of schoolwide projects in Mississippi utilizing NDN programs as viable alternative models.**

   Conduct a series of regional awareness sessions concerning using NDN as a resource.

   Request that LEAs send teams (principals, teachers, key support staff) to the awareness sessions with support from the superintendent to allow follow-up sessions for schoolwide projects in the districts.

   Present the concept at the State Superintendent's Conference in April 1993, to ensure "buy-in" on the team concept and the use of NDN as a resource.

SEA NDN Program

2. **Improve communication and collaboration between Chapter 1 and NDN.**

   Conduct NDN awareness sessions at the LEA building level.

   Increase circulation of the NDN newsletter to include more teachers; the Chapter 1 director is to furnish mailing list.

   Redesign the NDN newsletter to include a page containing practices relevant to Chapter 1 teachers.

Serve as a resource for other NDN facilitators in the TAC C/R-TAC 3 region.

LEA Chapter 1 Program

3. **Integrate (bundle) programs, i.e., Chapter 2, Eisenhower, NDN, and Chapter 1 for improved services in schoolwide projects in Greenville, Mississippi Public Schools.**

   Encourage the school district to include NDN programs as options to consider for change when writing program improvement plans and a five-year plan as required by the state.

   Disseminate information concerning the NDN/Chapter 1 collaboration through the Mississippi Association of Federal Program Directors network (summer conference).

Technical Assistance Center Program

4. **Serve as a resource to and a clearinghouse for the network of resources among the members of the team.**

   Provide a regular article on the collaboration and available NDN resources in the TAC C/R-TAC 3 newsletter *First Chapter*. Use Mississippi NDN newsletter as a resource.

   Attend the National NDN Conference and the session with the Southeastern Regional State Facilitator, during the third quarter, in Washington, D.C.

   Present at the regional awareness sessions planned by the SEA (spring).

   Arranged for the Mississippi NDN facilitator to conduct two workshop sessions during the TAC C/R-TAC 3 Program Improvement Train-the-Trainer Seminar held in Atlanta, Georgia, during the third quarter. The sessions were attended by SEA/LEA teams from within the region.

   Provide NDN/OERI materials on promising practices during the TAC C Large School Systems Conference in Charlotte, North Carolina, conducted February 4-5, 1993.

   Develop plans for further collaboration among TAC, SEA, LEA and NDN during the Regional Coordinating Council Meeting (next spring) for inclusion in the plan for technical assistance.

Include NDN developer/demonstrator materials and profiles in the existing TAC Library and resource database.

Maintain records of team activities.

RMC Region A has responsibility for coordination and evaluation of all products the three pilot states.

Recommendations for Future

Mississippi has been an excellent partner for collaboration with the Region C Technical Assistance Center. Both organizations have operated with mutual respect and support. There are many key areas of SEA emphasis yet to be explored by TAC:

- state-wide evaluation system which is electronically transmitted from the LEAs
- full implementation of schoolwide projects
- training of new SEA staff in program improvement, parent involvement, and monitoring for program quality
- planning and implementation of a comprehensive Even Start program based on sound principles of early childhood education and family literacy
- reorganization of the SEA migrant program
- development of viable linkages between Chapter 1 and SEA accreditation and SEA standards for school improvement.

NORTH CAROLINA

Overview

In North Carolina, there were 1,315 schools in 129 school districts participating in Chapter 1 during the 1992-1993 school year. These schools served approximately 141,035 students through Chapter 1 in pre-kindergarten through grade twelve. TAC staff worked closely with the SEA throughout the year to provide technical assistance to as many children as possible. This assistance was in the form of teacher workshops, LEA and SEA on-site consultations, and responding to telephone and mail requests for assistance.

In August of 1992, TAC met with key individuals of the state staff to ascertain how the TAC could assist the SEA and LEAs in achieving their education reform goals. The SEA staff set forth two major goals for the ensuing year based upon needs of the individual school districts. These goals comprised the basis for the joint Plan for Technical Assistance for the school year. The major goals set forth by North Carolina for Chapter 1 for school year 1992-1993 were:

1. To provide LEAs with services which will facilitate the improvement of Chapter 1 programs for students.

2. To coordinate Chapter 1 programs with North Carolina's School System for Improvement and Accountability.

A total of 434 hours of TAC service were allocated to the SEA for the year. The Plan for Technical Assistance consisted of specific goals and desired TAC involvement. They are listed and discussed below.

During the course of the year, North Carolina commenced a major reorganization of the Department of Public Instruction (DPI) as part of their overall state reform movement in education. Chapter 1 has been located within one division of the DPI, the Elementary Education Division, even though the Chapter 1 program serves children at all grade levels within the state. Dr. Donna Smith has been designated to continue as Chapter 1 director and to coordinate program activities with SEA divisions having responsibility for the middle and secondary levels as well.

The reorganization also emphasizes the provision of technical assistance by DPI staff through greater decentralization of those staff into seven intra-state regional technical assistance centers. These staff reassignments required some staff development in changing their role from that of monitoring into one of assistance.

Their emphases, as noted above, was toward the overall improvement of educational programs within the state and toward greater accountability on the part of schools toward achieving the state educational goals set forth by the state superintendent, state board of education, and the state legislature. Dr. Smith and the state Chapter 1 staff moved this past year to more closely integrate and articulate their Chapter 1 programs into local district curricula. Thus, all Chapter 1 activities, including state and regional conferences, were planned with this intent in mind. For example, Dr. Smith and her staff prepared and disseminated throughout the state, a document entitled "Chapter 1 School Improvement—Questions and Answers." This document accompanied one that detailed instructions for developing program improvement plans.

As further evidence, the compensatory education section of the DPI conducted a retreat in October and developed a mission statement premised upon the theme that "All Children Can Learn." Their spring state conference had as its theme, "New Technology and the Challenge of Change." At each of these conferences, representatives attended from other non-Chapter 1 sections and divisions of the State Department of Public Instruction.

Technical Assistance

There were six areas of priority for TAC service specified in the North Carolina Plan for Technical Assistance for this contract year. All priorities were addressed by TAC during the course of the year. The priorities and TAC activities related to them are as follows:

Increasing State Capacity To Provide Technical Assistance To LEAs In The Area Of Program Improvement

A major activity was the program improvement seminar jointly presented with R-TAC 3, as described earlier in this report. Seventeen Chapter 1 staff persons from North Carolina attended this seminar; nine were from the state education agency and eight were from local school districts. These individuals constituted a team who then returned to their local districts and conducted program improvement workshops and technical assistance, utilizing resources provided them at the conference. Other resources from USED were also given them to use with LEAs.

Additional assistance was afforded the state and several local school systems in coordinating the Chapter 1 program improvement thrust with the North Carolina state improvement efforts. Some special emphases were targeted toward improvement of middle school programs and programs which were a part of schoolwide projects.

Finally, presentations were made by TAC on program improvement strategies and topics at their fall and spring state conferences.

The result of TAC efforts in this area has been increased emphasis by LEAs and by the DPI in effecting meaningful changes within the schools and the school communities to enhance the programs offered the children. TAC C assistance, in conjunction with R-TAC Region 3, has been targeted toward instructional improvement within the classroom and toward techniques of managing individual student achievement data to assure that the instruction results in educational growth.

To assist them in this effort, a relatively large number of LEAs have adopted commercial, structured educational programs that utilize technology (i.e. micro-computers) as the delivery mechanism. Teachers are becoming more active in their role as teachers when implementing these programs during this past year. Thus, children appear to be gaining much more benefit from the programs than in the past.

Developing State Capacity for Accessing Test Information Files Via the TAC Electronic Bulletin Board System (BBS)

Several state representatives attended a training session on accessing and using information from the TAC C Test Information Center electronic bulletin board system (TACNET). The bulletin board system which contains all the Test Information Center Test Summaries and Test

Information Bulletin files. Thus, state and local staffs were able to find information from the system helpful their in program planning.

The state Chapter 1 evaluator has obtained information from TACNET on a number of occasions during the year in response to questions posed to him by LEAs concerning specific test characteristics. The information he acquired was used to assist local school districts in evaluating their Chapter 1 programs and in meeting schoolwide project accountability requirements.

Evaluation Strategies and Meeting Accountability Requirements for Schoolwide Projects

TAC presented at a state level schoolwide project conference in late February. The topic presented by TAC for two sessions was "Conducting Needs Assessments for Schoolwide Projects: Goals and Objectives." The major emphases of the presentations related to the need for (1) clear specification of intended outcomes, i.e., standards; (2) sufficient time for detailed planning of the processes that should lead to attainment of the outcomes; and (3) on-going assessment of planned process implementation so that areas found to be insufficient could be strengthened.

Schoolwide project accountability was a subject of major interest and concern of North Carolina LEAs this past year. For example, one concern dealt with refunding of a project using preponderance of evidence where NCE gains were not greater than those found from the comparison group. TAC C responded that the project could be refunded in this instance using preponderance of evidence only if the test data were determined by the SEA to be invalid under the regulatory local condition provision. However, if this was the case, alternative compelling evidence could be substituted under this circumstance. TAC also recommended that the SEA contact USED with their plans and get written prior approval.

Another schoolwide project accountability question was raised concerning whether Total Reading scores only could be used for the re-funding decision for the three-year comparison where Reading Comprehension test scores were not available during the previous three year period. After clarification on this issue from a representative of USED, the evaluator was advised that Total Reading scores could be used provided the average scores of the schoolwide project are better than those before the project. However, TAC recommended to the state evaluator that LEAs should be advised to keep advanced skill scores for future determinations.

To aid the state in accomplishing their goals with respect to schoolwide project accountability, TAC C developed a paper on specific models and techniques which may be used for determining project success. This paper was presented at the fall conference of the North Carolina Association of Compensatory Educators at Wrightsville Beach in November. The paper discusses the recommended options for determining accountability, giving the rationale for each, offers procedural steps and graphic tables containing sample data, and guidance on how to select the most appropriate model for local conditions. In addition to the presentation, copies of the paper were distributed at the conference.

A large number of telephone calls were received seeking assistance for schoolwide project accountability in unusual situations such as new schools, middle schools, districts which had insufficient historical data and where there were no other schools for comparison, where schools have changed both demographic characteristics and grade level offerings, where no truly comparable schools exist in the district because of community social deprivation variations, and so forth. In each instance, TAC assisted the district in obtaining answers to their questions.

In another priority related to evaluation strategies, a major activity within the state this past year has been the implementation of the micro-computer based Chapter 1 Information Management Program (CHIMP) in a number of LEAs. The state evaluator has emphasized the use of this program to improve the consistency and quality of evaluation data from LEAs as well as helping them in early identification of schools in need of program improvement so that planning may begin expeditiously.

At the request of the state director, a workshop was conducted at a state conference on interpreting and using test information for evaluation and program improvement. Handouts summarizing the main points were also distributed to the participants. Additional topics presented by TAC C included:

1. Recommendations of the Advisory Committee on Testing in Chapter 1,

2. The Technical Requirements of High-Stakes Performance Assessments: Some Unresolved Issues, and

3. Can Quality Program Evaluation Really Take Place In Schools?

TAC also assisted the state Chapter 1 evaluator who presented four sessions on evaluation and schoolwide project accountability requirements. The role served by TAC was that of a resource person for clarification and/or elaboration of federally mandated evaluation procedures and for meeting accountability requirements when unusual conditions existed within a district.

Within the next year, the state will discontinue use of national norm-referenced achievement tests utilizing instead, state developed "End-Of-Grade" tests at selected grade levels. The impact of this change on the Chapter 1 requirements for evaluation and schoolwide project accountability is not yet clear. However, state staffs are well aware of the requirements and are planning to do whatever is necessary in order to meet the requirements.

Clarify Issues, Establish Contacts, and Exchange Information About Chapter 1 Programs Unique to Large School Systems

This priority was met through TAC's hosting a southeast regional Large Systems School Conference in Charlotte, NC in early February. North Carolina representation included two state staff members, one representative from the North Carolina Education and Law Project, and twelve local school district staff persons from their three large school systems. Ms. Daphne

Hardcastle attended for USED and provided participants with an update on Chapter 1 studies underway or completed.

This conference is also described earlier in this report. It was assessed as being a very worthwhile and high quality conference by the North Carolina as well as by other participants. A copy of the agenda is located in Appendix C.

Assist in the Development of Effective Parent Involvement Programs to Include Developing A Facilitative Role Between TAC and LEAs And State Cadre Members.

In conjunction with R-TAC Region 3, TAC C conducted a follow-up Train-The-Trainer session for state cadre members in the late fall of 1992. This seminar is outlined above in this report. An additional TAC effort in this area involved presenting sessions on innovative parent involvement strategies at the North Carolina Association of Compensatory Educators Fall Conference.

The result of these efforts have led to better understandings on the part of schools and parents on how parents can effectively support the schools' educational programs for their children. Teams from the DPI and LEA staffs have instituted parent centers and successful parent involvement programs across the state. TAC's role with regard to these initiatives has been to provide support to the state and local school districts, in the form of material resources, mail and telephone correspondence responding to questions from various Chapter 1 educators, and on-site technical assistance consultations.

Provide the DPI and LEAs With Technical Assistance and Resources As Requested

TAC staff have responded to all telephone and mail requests for assistance and to DPI requests for on-site technical assistance consultations and workshops. The most frequently requested topics included evaluation questions with respect to their upcoming state testing program (due to commence next fall), schoolwide project accountability issues, the Chapter 1 Information Management Program (CHIMP), and parent involvement questions.

Educational Outcomes

1. As a consequence of state participation in the Parent Involvement/Family Literacy Train-The-Trainer Seminar, team members from North Carolina have assisted a large number of LEAs to establish parent centers and design effective parent programs tailored to local settings. In addition, local schools have established closer links to Even Start Programs where they exist.

2. Teachers are utilizing new curriculum designs and instructional techniques learned through workshops and during on-site consultations conducted by TAC. The techniques are based upon research-proven effective practices.

3. The state evaluator has on a number of occasions, accessed test summary information from TACNET which was needed by either the state Chapter 1 director or local school district personnel. Having the most relevant and up-to-date information on tests has assisted school district staff in meeting Chapter 1 evaluation requirements and in providing information to accomplish program improvement and annual performance reviews.

4. Local Chapter 1 administrators have a clearer understanding of how they can accomplish schoolwide project accountability in settings where unique constraints exist with regard to the availability of comparative achievement data.

5. Local school systems are able to identify schools in need of program improvement more rapidly and accurately as a consequence of implementing microcomputer-based data management programs such as CHIMP.

6. The DPI testing and research staff are able to undertake actions needed to assure compliance with Chapter 1 regulations as the state switches from the statewide use of a commercial standardized nor-referenced achievement test to a state-developed "End-Of-Grade" test.

7. Large school system Chapter 1 directors and evaluators who attended the LSSC, actively participate in a regional network of other staff from large systems holding similar positions.

SOUTH CAROLINA

South Carolina serves 69,472 Chapter 1 children in all 91 school districts with an allocation of approximately 85 million dollars. The department of education has put an increased emphasis this year on services to early childhood programs and to the promotion of schoolwide projects. Interagency collaboration has been another thrust for South Carolina to coordinate Chapter 1 programs with other state efforts in inclusive education. An increase in parent involvement and migrant education services were also determined to be goals for South Carolina this year.

Technical Assistance

The plans for technical assistance was negotiated between the South Carolina Office of Programs for Exceptional Students in the Department of Education and Region C TAC.

Of the ten anticipated outcomes listed in the plans for technical assistance, the following were assigned the most hours (some similar objectives have been combined) for TAC C technical assistance:

- implementation of reporting requirements for Chapter 1 and migrant programs,
- training in parent involvement,
- assistance with programs for the at-risk, migrant, multicultural and bilingual students,
- development of strategies for better early childhood programs and programs incorporating higher order thinking skills,
- building of capacity for program improvement,
- awareness of Large School Systems concerns, and
- provision of requested SEA and LEA resources.

Implementation of Reporting Requirements for Chapter 1 and Migrant Programs

TAC staff have responded to all requests for assistance throughout the year. The most frequent requests focused on two topics: evaluation questions and schoolwide project accountability issues. Evaluation questions continue to be concerned with test data from the recently adopted norm-referenced achievement tests. The foci of these questions were on how the scores might affect both local Chapter 1 project evaluation and the requirements associated with individual student annual performance reviews. For example, one local evaluator asked whether the old give and take tables which were designed as an attempt to accommodate measurement error were still applicable. TAC advised against the use of these tables since their values were ambiguous and not a part of the current regulatory requirements.

Many questions dealt with unusual situations such as how does a school provide accountability assurances where no comparison data are available as defined in pertinent federal regulations, and what should a school do where third-year data are not available when a decision has to be made regarding continuation of a schoolwide project into a second cycle. Responses were provided based upon current federal policy.

As is the case with many states, South Carolina has been drawing upon as many resources as possible to assure they are following procedures correctly in implementing schoolwide project program evaluation and project accountability. TAC C has had extensive involvement, to include a presentation on that topic at the 25th annual meeting of the South Carolina Association of ESEA Administrators in Myrtle Beach, South Carolina. In addition, TAC has exchanged

lengthy telephone calls with the state Chapter 1 evaluator and verified current federal policy with Dr. Carlos Martinez of USED.

The state evaluator also requested assistance on a question concerning the effect of new state legislation on testing and its possible conflict with Chapter 1 requirements for evaluation, particularly the annual requirements associated with program improvement, student performance reviews, needs assessment, student selection and schoolwide projects.

Technical assistance was provided by TAC C to the South Carolina School Improvement Division of the Department of Education concerning data from last year's test administration of the Stanford, Form M. There were questions on the interpolation of the 1991 norms compared to previously used 1988 norms, and whether or not the 1991 norms were interpolated. Some differences in NCEs from the 1988 norms for the same scale score were evident when used with the 1991 norms; as much as six-eight NCEs. In requesting clarification from the Psychological Corporation concerning this, South Carolina and TAC staff had this and other testing questions answered, particularly the question of grouping NCE gains for repeaters separately from those who were non-repeaters.

Training In Parent Involvement

A team of SEA selected representatives from the SEA and LEAs attended the Parent Involvement and Family Literacy Train-the-Trainer Seminar, Phase II held in Atlanta in the fall of this contract year. The majority of the team had attended the Phase I seminar the previous year. This three day training was based on the concept of capacity building for the team, to enable them to train other LEAs that had not been represented at the seminar.

Prior to this seminar, a one-day reorganization meeting with the South Carolina Parent Involvement Task Force was conducted by TAC staff. The major focus of the meeting was to provide training related to Phase I of the original train-the-trainer seminar that had been conducted by TAC the previous year. This additional training was necessary since the SEA appointed new members for the team. This preparation helped bond and prepare the entire team for the Phase II training. This group also developed a mission statement and plan of action for statewide implementation of quality parent involvement programs.

After the Phase II seminar, a statewide meeting was held with training done collaboratively by the Regions C and 3 staff with the South Carolina Parent Involvement Team. This meeting had about 100 participants.

Assistance with Programs for At-Risk, Migrant, Multicultural and Bilingual Students

In addition to the emphasis put on services for at-risk, migrant, multicultural and bilingual education listed previously, particularly in the section above titled *Implementation of Reporting Requirements,* other technical assistance was delivered to South Carolina to address the needs of these children. During this contract year, South Carolina held a state migrant education

conference in Columbia, and TAC C presented a workshop on the Migrant Education Needs Assessment and Evaluation System (MENAES). The topics dealt with its history, the purposes for its development, where it is currently with respect to its full implementation, what it intends to be and the potential impact of the reauthorization of Chapter 1 on the system.

During a national Chapter 1 meeting in Washington, TAC staff held a discussion with the South Carolina state director of Chapter 1 regarding ways in which TAC could assist her efforts in improving the educational programs, statewide, for Chapter 1 children. Considerable activity has followed this conversation in conjunction with the Region 3 Rural TAC state coordinator of services in terms of working with selected state staff members and LEAs through workshops.

Development of Strategies for Better Early Childhood Education and Programs Incorporating Higher Order Thinking Skills

During the past year, Region C TAC assistance was requested by the South Carolina Chapter 1 office for the review of and suggestions for some eighty "other desired outcomes". The majority of these desired outcomes dealt with programs for early childhood or elementary classes, and with adequate provision for addressing the required more advanced skills. The outcomes were edited and modified to serve as prototypes for adoption and use be LEAs, as they choose.

Building Of Capacity For Program Improvement

A major activity conducted to achieve this priority was the Program Improvement Train-the-Trainer Seminar held in Atlanta and co-sponsored by Regions C and 3. Ten Chapter 1 SEA and LEA staff persons from South Carolina attended and participated in this seminar; four were from the SEA and six were from LEAs. The emphasis of this seminar was to develop state teams that could provide technical assistance to local districts utilizing resources provided them at the conference as well as other resources available from USED through TAC.

At the close of the conference, the team developed a state plan for delivery of training throughout South Carolina to those districts not having representation on the team. During the conference, one participant related some experiences about an outstanding program they had in their district. She was contacted later so this information could be used by a USED sponsored document on effective summer programs.

Awareness of Large School Systems Concerns

In early February of this year, Region C TAC hosted and facilitated all sessions of the Large School Systems Conference (LSSC) held in Charlotte, North Carolina. Two large South Carolina systems and the SEA were represented by the six persons in attendance. During this conference, there were round table discussions of three major topics; program improvement, parent involvement and evaluation, particularly of schoolwide projects. Several districts shared displays, materials, videos, etc. at the meeting. There was opportunity for discussion and

networking across the region. One session was presented and a panel discussion was chaired by the representative from USED. The participants on this panel were SEA and LEA staff.

Provision of Requested SEA and LEA Resources

Other questions responded to by TAC this contract year pertained to program improvement issues, improvement in the quality of test data, and ways to enhance parent involvement at the building level. The state has determined that continuous improvement of educational offerings will occur for Chapter 1 children, as well as all other children in state schools.

Outcomes

As a result of technical assistance by Region C, the Chapter 1 program in South Carolina has experienced the following outcomes:

- witnessed the promotion of schoolwide projects implementation
- implemented the evaluation and reporting requirements for Chapter 1 and migrant programs
- had a state team trained in the implementation of strategies for parents; materials and expertise were shared throughout the state
- had suggestions for prototypes of desired outcomes for children in early childhood and elementary classes as a result of a review of over eighty desired outcomes submit by the SEA
- had emphasis placed on the Migrant Education Needs Assessment and Evaluation System (MENAES)
- seen a state program improvement plan developed by the state team which will include training and activities received at the Program Improvement Train-the-Trainer Seminar
- had awareness of practices throughout Region C raised via the *First Chapter* newsletter sent to all SEAs and LEAs in the state
- had the opportunity for the SEA and large districts to network and share concerns with similar districts across the region at the Large School Systems Conference
- had information shared by the TAC used by the SEA in providing technical assistance to LEAs

TENNESSEE

Tennessee has 139 school districts. There are 127,705 students receiving Chapter 1 services in all of these districts with an allocation of $131,475,864. During this year, Tennessee appointed a new Chapter 1 Director, Ms. Judith Morgan. Ms. Morgan has served Tennessee LEAs and the SEA in capacities other than Chapter 1 and brings a wealth of experience to the directorship.

Throughout the year, Ms. Morgan has facilitated the assistance requested of Region C TAC services to Tennessee, both at the SEA and LEA levels.

Technical Assistance

The Tennessee Plans for Technical Assistance for this year outlined thirteen anticipated outcomes. A major emphasis agreed upon by the Tennessee Director of Chapter 1 and TAC C staff was to build SEA and LEA capacity in several areas, and this priority was addressed in the majority of the outcomes. In this way, staff from Tennessee would be better able to assist administrators, teachers and parents of Chapter 1 children to develop strategies for improving instruction within their own state and local areas.

Specifically, the following priority areas were listed as objectives for Tennessee and will be discussed in the body of this report:

- training in parent involvement
- training in program improvement
- awareness of Large School Systems concerns
- training in program improvement joint planning
- provision of SEA and LEA requested resources

As a result of presentations at regional and statewide Chapter 1 conferences and reflecting the influence of Ms. Morgan, Region C has experienced an increase in requests for technical assistance this contract year. Complementing the objectives set out in the plans for technical assistance, all delivery of services were focused on capacity building and the establishing of contacts with agencies that will enhance the SEA's delivery of technical assistance to LEAs.

Services provided to Tennessee according to the objectives outlined in the plans for technical assistance are discussed below.

Training In Parent Involvement

In the largest combined effort for capacity building, a team chosen by the Tennessee Chapter 1 Director came to Atlanta for a Train-the-Trainer Parent Involvement and Family Literacy Seminar, Phase II, co-sponsored by Regions C and 3. Phase I had been presented the previous year to the Region C states and because of SEA travel restrictions, Tennessee was able to send only three local district representatives. In order to bring this year's new team up to the same level of awareness as those of the other states in the region, TAC and R-TAC combined their efforts in an intensive on-site consultation to review all information and materials covered in the previous year's training. As a conclusion to this year's training, the team developed a plan for

delivery of services within the state, drawing on the materials, ideas, strategies and contacts furnished by the seminar. As a result of this capacity building, Tennessee now has a team composed of SEA and LEA representatives from the three geographical regions of the state. The major goal of the team is to share with and train all areas of the state in Parent Involvement and Family Literacy.

Other requests for parent involvement materials, information and meetings have been addressed this year. In addition to the team training, parent involvement and family literacy training was presented to all Tennessee Even Start grantees by Region C staff. As a result of attending a workshop on Self-Esteem delivered by Region C staff, two social workers from an isolated district in East Tennessee made an on-site visit to the Region C TAC offices to view documents in the TAC Library and files, particularly those pertaining to parent involvement. Because of this on-site visit and the consultation with TAC C staff, the parent involvement program in this district has been greatly enhanced and will now include inter-agency collaboration with the district Adult Basic Education Office to offer literacy skills to Chapter 1 parents.

Training In Program Improvement Joint Planning

Due to out-of-state travel restrictions for SEA staff, no one from Tennessee was able to attend the Program Improvement Train-the-Trainer Seminar held in Atlanta and sponsored by Regions C and 3 TACs. In order to facilitate the SEA's availability of the materials distributed at the seminar to other states, the resource book was sent to the state director for dissemination throughout the state. In addition to these materials, a list of program improvement contact persons in the other Region C states was sent to the director. Although formal team training was not a reality this year as it was with the Parent Involvement Seminar, TAC C program improvement services continued in the state as requested.

A statewide meeting was held in Nashville for LEAs in the joint planning phase of program improvement. The purpose of the meeting was to provide planning assistance, materials, and a presentation by staff from Region C. Of major focus in this presentation were suggestions for alternative instructional strategies and nationally validated programs (such as those from the National Diffusion Network) that could be used to improve services to Chapter 1 children in program improvement schools. Also stressed was the importance of team building for successful change.

Reflecting the SEA/TAC approach to capacity building, an on-site consultation with Region C TAC was requested by the SEA to discuss materials and strategies to be used when delivering technical assistance to LEAs in program improvement for the first time. Information from this on-site has been used by the state director in meetings across the state.

Awareness of Large School Systems Concerns

During the third quarter of this contract year, Tennessee was represented at the Large School Systems Conference (LSSC) held in Charlotte, North Carolina. During this time, the SEA and

LEA participants were allowed varied opportunities for discussion of shared and unique problems in large systems throughout the southeastern region. Round table discussions focused on the categories of program improvement, parent involvement, and evaluation, particularly of schoolwide projects. Participants were allowed to elaborate or question the topic area of the round table discussion, generating excellent dialogue and opportunities for sharing. Other opportunities for questions and interaction concerning Chapter 1 students and issues were presented by the representative from the United States Department of Education. Some districts brought materials and descriptions of programs used in their districts and others participated in a panel discussion about their programs. Region C TAC sponsored the LSSC and served as facilitators for all sessions. Reaction from this conference by the Tennessee attendees has been extremely good and several instances of networking within and across state lines have come to light.

Provision of SEA and LEA Requested Resources

Most of the requests for services and materials that come from the SEA and LEAs will eventually be reflected in improved services provided to Chapter 1 students. Other than those objectives outlined above, instances of response to technical assistance requests primarily include issues of evaluation and curriculum and instruction.

Memphis City Schools' emphasis on early childhood education has elicited several questions on desired outcomes for grades K and 1 and also on schoolwide accountability for these students. At their request, contact was made with several districts within the region for suggestions on desired outcomes that were shared with Memphis. *The Tests for Early Childhood Bibliography* chart prepared by the Region C Test Information Center and materials from other successful programs were also mailed to them. Memphis also requested that TAC review their weighted analysis of data in grades k-2 (reading and math). After reviewing their technique, TAC C staff made suggestions for an alternate method that reflects USED recommendations.

Information on early childhood identification instruments for placement was requested by and furnished to the state director. Many districts are using the same test that has been used for many years, and there may be more appropriate instruments now available. Before making recommendations to LEAs, the SEA wants awareness of all the options available. The state director also requested and was provided information on a sampling proposal developed by the Region C TAC some years ago and used by a previous evaluator for Tennessee. Other requests from the SEA dealt with sustained gains requirements, Chapter 1 programs achieving positive results, and Chapter 1 accountability in light of a newly legislated state value-added model of instructional evaluation.

A large district, Knox County, requested assistance on schoolwide project applications and their evaluation. Nashville City Schools requested clarification on preponderance of evidence and proportionate analysis. As a result of this assistance, the SEA, these and other LEAs can now assist schools in their planning, application, reapplication and evaluation processes.

The remainder of requests from Tennessee reflected the state's movement toward effective changes in methods of instruction from traditional remedial approaches to those of a proactive, preventive nature. Workshops were presented in all areas of the state with very different audiences on such topics as advanced thinking skills, self-esteem and cooperative learning. Each presentation drew increased interest and requests for more information on the subjects.

Another change in traditional thinking was evidenced by the request from the Chattanooga City Schools for information on the Accelerated Schools process. As a result of information furnished by TAC after a region-wide inquiry, contact was made with a school in Athens, Georgia. A group of principals and central office staff from Chattanooga Schools visited this schoolwide project in Athens. The two districts now share information and ideas, and after training in California, Chattanooga will be the first known system in Tennessee to adopt this progressive approach to improving educational opportunities for disadvantaged children.

Outcomes

As a result of technical assistance provided by Region C TAC, the Chapter 1 program in Tennessee has experienced the following outcomes:

- The parent involvement team for the state has received training and expertise at the Program Improvement Train-the-Trainer Seminar. At that time, the team developed a state plan for dissemination of the training and materials throughout the state.
- The Even Start grantees for Tennessee have received family literacy training.
- Several districts in Program Improvement Joint Planning received assistance in developing their plan with emphasis on alternatives to traditional instruction.
- The SEA received additional materials and information to assist other districts in program improvement.
- Several large school districts and the SEA had the opportunity to share information and concerns with similar districts at the Large School Systems Conference.
- Early childhood information on placement and program evaluation was given to the SEA and LEAs.
- Evaluation recommendations were made for schoolwide project applications.
- The SEA and several LEAs were made aware of nationally known programs. such as those from the National Diffusion Network and the Accelerated Schools process.
- Awareness of practices throughout Region C has been raised as a result of the *First Chapter* newsletter sent to all LEAs and SEAs within the region.
- Information shared be the TAC with the SEA was used as a resource by SEA staff in providing other technical assistance to LEAs.

VIRGINIA

Overview

All of the 135 school divisions in Virginia receive a portion of the $119.5 million that funds Chapter 1 services. Approximately 78,000 students are served by the state program. Virginia is the only state in Region C that serves non-public Chapter 1 children through a By-pass Program.

Region C TAC staff met with Chapter 1 SEA staff to develop a plan for technical assistance during and after the Regional Coordinating Meeting that was held in Atlanta. During the 1992-93 contract year, TAC provided assistance in the following priority areas:

- Richmond City Schools will develop as a model site for technical assistance.
- The LEAs will implement effective parent involvement programs, and the SEA will develop a facilitative role between TAC, the LEAs, and state parental involvement cadre members.
- The SEA will have a team trained in program improvement and will provide assistance to the LEAs.
- Large school systems will clarify issues, establish contacts, and exchange information about Chapter 1 programs through a southeastern states regional conference.
- SEA and LEA staffs will receive technical assistance services and resources as requested.
- SEA and LEAs will improve their awareness levels and capacity to link Chapter 1 resources through SEA conferences and meetings.

The TAC contact in Virginia was reassigned during this contract year from Dr. Dallas Johnson to Mr. George Irby. Mr. Irby's appointment provides continuity for TAC services since there has been a positive working relationship from previous Region C TAC activities with him.

Technical Assistance

Richmond City Schools Model Site

The Richmond Public School System serves a diverse population of approximately 25,000 students, and was designated as Virginia's Model Site in April, 1992. Currently, 25 schools (23 elementary and 2 middle) and more than 5,000 students participated in the Chapter 1 Program

through a variety of program offerings. The basic program consisted of reading/visual literacy, mathematics, and a parent/school/community component.

This model site offers diverse programs and resources including schoolwide projects, extended-day mathematics and reading through music, a reading recovery component, parent centers within the buildings, after-school tutorial programs, resource teachers/labs for reading and math, computer-assisted instruction concentrating on higher level skills, reduced class sizes, additional equipment/materials, and extended staff development. Services from the TAC began in the 1992-93 school year.

Richmond City Public Schools identified three schools that TAC staff visited in second quarter. Several needs of these schools were being accommodated by resource staff within Richmond Public Schools, such as increased parental involvement, improved curriculum coordination, and improved test-taking skills. However, one outstanding need that could not be accommodated by SEA or Richmond staff was assistance to implement an in-class model for Chapter 1 services.

Since only a limited number of written descriptions of in-class models for providing Chapter 1 services could be found, the Richmond and TAC staff decided to review current experiences of selected North Carolina districts that have been implementing in-class Chapter 1 service delivery models for a year or more. TAC staff provided professional development opportunities to the Richmond staff by coordinating a series of school visits in North Carolina immediately preceding and following the Large School Systems Conference in Charlotte during this quarter. The North Carolina SEA cooperated by allowing visits to Rowan County and Buncombe County, both during the third quarter.

This assistance to review operating in-class models, rather than discuss the issue from a theoretical perspective was well received by the Richmond City Schools Chapter 1 Director and staff. These first-hand experiences provided useful information for planning and implementation, and served as a basis for planning an in-class alternative for the 1993-94 school year in the Richmond City Schools Chapter 1 Program.

An in-service on May 10 for 32 principals and 12 LEA Chapter 1 staff was a positive outcome of this TAC assistance. The in-class model had been designated as an area of need, but a barrier to offering the model to the schools was limited understanding of implementation strategies. Other indicators of success include a recommendation by the SEA contact, George Irby, that this area of service to Richmond City Schools should be continued in the 1993-94 contract year and that SEA staff will be studying the process used by North Carolina to eliminate the pull-out model for delivery of Chapter 1 services.

Implement Parent Improvement Programs

Since the Richmond City School System parental involvement program is acknowledged by the SEA as a good example of LEA efforts, Region C TAC staff coordinated the sharing of resource materials from the Richmond parent involvement program with individuals in the Dade County

(FL) Chapter 1 program. Background materials for a family literacy curriculum were reviewed by Dade County. The Richmond program provided alternatives. An exchange of materials helped to keep individuals who attended the TAC-sponsored "Train-the-Trainer" Seminars up-to-date with each others' projects.

Virginia sent three LEA representatives to the Parent Involvement/Family Literacy Phase 2 Train-the-Trainer Seminar in Atlanta. These individuals had participated in the previous seminar that TAC staff presented in November, 1991. As part of the overall agenda, the Virginia representatives participated in an orientation to training materials that were developed by OERI with assistance of the Parent Involvement and Family Literacy Specialty Option. TAC staff assisted the Virginia delegation to develop and present a plan of action as a final conference activity.

Program Improvement Team Training

Two representatives from the SEA and seven participants from the LEAs attended the TAC/R-TAC-sponsored Program Improvement Seminar that was held in Atlanta on February 17-19. During the three day training, the Virginia team developed a plan of action that will begin in the next school year. TAC will assist the SEA with these activities during the next contract year.

Large School Systems Conference (LSSC)

Two representatives from the SEA and eight representatives from four LEAs attended the TAC-sponsored LSSC that was held in Charlotte, North Carolina, during the third quarter. Participants were able to clarify issues in program improvement, schoolwide projects, and parent involvement. TAC provided a conference directory to assist participants in establishing contacts across the eight-state service region. The conference was structured to allow participants to exchange information through round table discussions and informal interactions.

Resource Utilization

TAC participated in a National Diffusion Network Conference in Washington, DC, that included the Virginia SEA representative. Discussions focused on how TAC and the NDN representatives could work together in future activities.

The SEA received TAC assistance with presentations at the State Chapter 1 Conference. Instructional delivery models, functional level testing, and evaluation of instruction were topics presented in conjunction with SEA staff.

SEA/LEA Requests For Assistance

Activities in this area were highlighted by an in-office visit at the end of the second quarter by a representative of the Virginia Department of Education. As part of the reorganization of the Virginia state offices, an inter-departmental committee has been planning for future state-wide

accountability and assessment. The committee's perspective is broad-based and looks across several educational components including Chapter 1. The committee is reviewing broad issues, such as appropriateness of their state curriculum guidelines (content and standards) and the relative appropriateness of norm-referenced tests and alternative assessment. The committee generated a series of evaluation issues/questions that the SEA representative presented to TAC staff for technical assistance. During this two-day visit, TAC resource files and staff's professional expertise were available to assist in providing information. Additional resources and information sources were provided from both this TAC's eight-state service area and key national references. Additional TAC assistance has been requested for future needs.

Requests from LEAs focused on making transitions in their evaluation plans that represented changes in their programs. In one case, an LEA is moving from a fall-fall testing cycle to a spring-spring cycle and needed to implement incremental transition steps that coordinated changes with the SEA testing program. In the other case, an LEA is moving to a primary grades program and requested assistance in selecting appropriate measures in conjunction with the SEA program. Both LEAs were concerned about not over-testing their students but also complying with the SEA requirements.

Outcomes

Region C staff collected some outcome information through telephone interviews, observations, and informal conversations. Below is a selected priority from the Virginia plan for technical assistance for which outcome data are available.

Richmond City Schools will develop as a model site.

- *Client Satisfaction/Acquiring Knowledge.* From the more than 30 schools involved in the May awareness workshop, 10 have committed to pursue implementing an in-class model during the coming school year. Principals who were pursuing this alternative model for Chapter 1 services reported that they felt prepared to take the information offered by TAC and lead their schools through discussion and planning to create a plan for implementation. Principals also reported that one factor in their volunteering to implement a in-class model was that TAC was scheduled to provide follow-up assistance to schools during the 1993-94 school year.

- *TAC Brokering of Services.* In providing technical assistance services, TAC was able to coordinate with the North Carolina SEA to offer on-site visits to the Richmond City staff in schools that had been implementing an in-class model for more than a year. Providing several on-site visits was reported to be more valuable for the Richmond staff than a series of workshops, and was more cost

effective for TAC services. The SEA is considering strategies to coordinate LEAs across Virginia with Richmond City School staff so that districts that are beginning to consider how to implement an in-class model will benefit from the Richmond experiences.

TASK 3 - PERFORM ADDITIONAL TASKS RELATED TO CHAPTER 1

Dade County Nine-Site Initiative

USED began the Nine-Site Program Improvement Initiative in 1990 as a demonstration effort to concentrate TAC/R-TAC services to improve the operation and effectiveness of Chapter 1 programs in schools identified for improvement in major urban sites: Baltimore, Chicago, Detroit, Los Angeles, and Dade County; three rural sites: Iowa, Kentucky, and Mississippi; and the Bureau of Indian Affairs. Although there were guidelines for the first and second years of the program, the third year was flexible with the expectation that LEA goals would be set incrementally and rise over time, rather than remain fixed.

Third year goals for Dade County began to shift technical service from the needs of six individual schools to service for district-level Chapter 1 programs, staff and administration. However, an unanticipated hurricane delayed many planned activities for the 1992-93 school year.

Hurricane Andrew strained the Dade County Schools throughout the 1992-93 school year not only with physical damage, but with limited time for staff development in the priority area of parental involvement. Other issues that effected the Dade County Program Improvement Initiative for this school year were loss of schoolwide project status for two of three schools, changing of principals in three of five schools, and three of six schools were removed from program improvement status.

Two of the sites that had schoolwide projects, Melrose and Miramar, did not pass the third year accountability requirements and were required to redefine their service delivery model and levels of staffing. Kelsey Pharr passed the accountability requirements to remain as the only schoolwide project among the six schools. Three elementary schools, Melrose, Kelsey Pharr, and Mae Walters had new principals. Corpus Christi, Kelsey Pharr, and Mae Walters were removed from program improvement requirements for the 1992-93 school year.

June and July provided a transition from one TAC staff person to another as the Dade County project director. There was agreement that the focus for technical assistance should shift from the last two years of individual school awareness-building and large group workshops to one of providing assistance to improve the capacity of district staff in several areas, but with an emphasis on parental involvement. As a spin-off of TAC services, Dade County staff planned to implement a technical assistance service model that involved all Chapter 1 schools in instructional coordination, as well as parental involvement. Chapter 1 staff wrote a three-year staff development plan that focused on improving reading and mathematics instruction/student achievement, but has been expanded to include two additional components: parental involvement and technology. TAC assistance was requested in the development and implementation of this multi-year professional development plan.

A joint SEA, TAC, and Dade County Chapter 1 staff meeting in October provided a review of the parental involvement component that the district had developed and established areas in which technical assistance services were to be provided. TAC staff addressed district-wide representatives about the role of Region C TAC, the nature of available services, findings about effective strategies for disadvantaged students, and highlights about the benefits of parental involvement.

Visits to the six elementary schools in mid-October allowed an opportunity to further understand changes that had taken place since the last school year. Kelsey Pharr Elementary School retained its schoolwide project for a second three-year cycle and planned to implement a technology-based instructional program. Melrose Elementary lost approximately ten teaching positions since they chose to lower the teacher/pupil ratio as a schoolwide strategy. Miramar Elementary lost its schoolwide project status and emphasized student writing activities and increased parental involvement this school year. North County Elementary School focused on expanded parental involvement and community relations. Corpus Christi Elementary focused on expanded use of parent resources, and integrating ESOL strategies into the classroom.

During December, the Dade County Parental Involvement Leadership Team completed three days of training at the TAC-sponsored Phase II Train-the-Trainer Seminar that was held in Atlanta. An additional one-day training session with an author of the training materials immediately followed the seminar to assist with the unique characteristics of the Dade County Program. As a follow-up of the training, the Leadership Team presented a plan of action to the Chapter 1 Director for a sequence of training activities that will extend into the 1993-94 school year. A member of the Leadership Team was designated to represent Dade County on a state-wide advisory committee on parental involvement, and has been involved in regional training sessions.

During an on-site visit in mid-December, TAC staff provided Melrose, Mae Walters, Kelsey Pharr, Miramar, and North County Elementary Schools with a two-year analysis of achievement test results for their Chapter 1 students. Results showed differences between each school even though there were overall positive NCE gains. Individuals at each school identified differences in their school's student achievement between grades in both basic/advanced reading and mathematics. These results, along with schoolwide norm-referenced achievement test results that were provided by the Dade County Office of Management and Accountability, provided a basic instructional needs assessment for all grades in each school.

Corpus Christi Elementary School requested technical assistance with ESOL strategies to increase the effectiveness of their classroom teachers. During a discussion with the Dade County Chapter 1 staff about resources to meet this need, TAC staff suggested that Dade County Schools had considerable expertise with ESOL instructional strategies and that sharing this expertise with Corpus Christi would be a worthwhile collaborative effort. Dade County staff pursued this strategy, negotiated with the director of the ESOL program, and provided the assistance in January.

Chapter 1 staff evaluated implementation of computer-assisted instruction at Chapter 1 schools and found several issues. Examples were that Hurricane Andrew had delayed the delivery and installation of equipment, effective scheduling of students to use the equipment varied, and coordinating computer-assisted activities with classroom instruction was inconsistent. These issues, and others, were incorporated into an evaluation plan that was being completed. TAC staff were requested to assist with the plan.

Third quarter activities were much less intense than previously planned because of district-wide restrictions that were imposed on time for non-classroom activities. As a result, previously scheduled Chapter 1 activities from the parent train-the-trainer seminar were postponed as well as other scheduled inservice topics.

A four day on-site visit in mid-March allowed a review of resources for a family literacy curriculum that was being proposed for eight school sites for the 1993-94 school year. Based on networking that occurred through the TAC-sponsored Train-the-Trainer Parent Involvement Seminars, materials were reviewed from parent programs in Natchez, Mississippi, and Richmond, Virginia. The "Parents In Touch" program from Indianapolis, Indiana, provided examples of a comprehensive personal development program for parents that was considered as a basis for the family literacy curriculum that Dade County is developing. TAC provided all available file materials to Dade County to develop its proposal for the family learning centers. Dade County requested that TAC review designated schools to describe components of their success and to supplement findings with TAC expertise in parental involvement so that programmatic recommendations could be developed for other Chapter 1 schools.

An on-site visit in mid-May provided a wrap-up with the designated schools in the form of a summary of three year's of technical assistance and solicited opinions about contextual factors that influenced the impact of TAC services. Information was shared with Dade County district staff as a basis for development of future TAC activities.

The following table and figures provide a description of the shifted technical assistance audiences and the effect of the hurricane on time for technical services. Table VIII shows the amount of time spent in workshops and on-site consultations. The overall number of clients served is lower than what would be expected in a normal school year. It is clear that the restrictions on time for planned activities did not represent a normal context for technical services. Figure 10 shows that 72.5 percent of workshop participants were LEA staff and that 27.5 percent were teachers. This represents the change of audience to district-level program staff from classroom teachers in previous school years. Participants of on-site technical service activities were 56.5 percent LEA staff and 44.5 percent individuals who are teachers, principals, non-instructional staff, and SEA staff. These figures, from Figure 11, represent an approximately equal split between district-level staff and school-based staff with occasional representation by SEA staff in planning and working meetings that occurred.

TABLE VIII

Summary of Services
1992-93 School Year

Totals	Workshops	On-Sites
Number	12	29
Number of Clients	69	190
SEA Staff	0	4
LEA Staff	50	104
Principals	0	29
Chapter 1 Teacher/Aide	19	45
Chapter 1 Non-Instructional	0	8
Other	0	0
Service Hours	23	121

Note: Unduplicated Counts

FIGURE 10

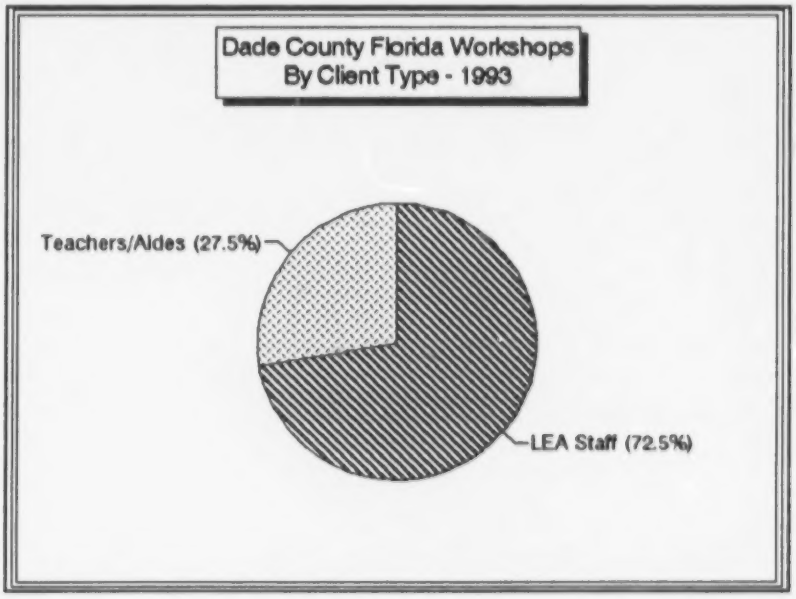
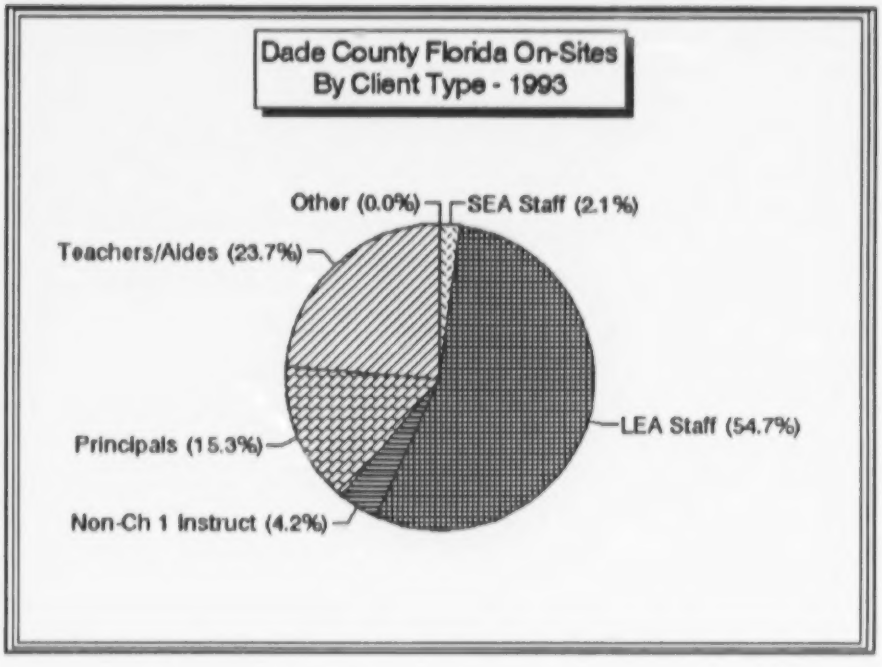


FIGURE 11



Chapter 1 Test Information Center

Activities during this contract year focused on providing TAC/R-TAC assistance as determined by the Center goals established during the first contract year through a TAC/R-TAC needs assessment. The goals of the Center are to:

(1) promote continuous communication between TACs/R-TACs through the Test Information Center contacts to ensure that current needs are met;
(2) develop criteria for selecting and/or reviewing assessments for inclusion in the Test Information Center to establish a common understanding of the important elements of assessments;
(3) increase the efficiency of disseminating current test information; and,
(4) increase the number of resources providing materials and information to TACs/R-TACs.

To determine whether the goals proposed last year were met and whether these goals continued to be appropriate, the Test Information Center surveyed the TACs/R-TACs at the beginning of this contract year. TACs/R-TACs indicated that the Center's goals were met and it continues to meet their needs. Based on this feedback, the Test Information Center services from last year

continued through this second year. This summary, therefore, presents information as categorized by these four goals.

Continuous Communication

Three avenues of communication were utilized regularly. First, Test Information Center products were disseminated to TACs/R-TACs four times during the year. Second, TAC/R-TAC reviews were requested for Center-produced documents as appropriate. Third, TACs/R-TACs were provided with information tailored to specific clients' needs.

The majority of product dissemination occurred in September, December, April, and June. Products developed or compiled by the Test Information Center included four *Bulletins* which highlighted a variety of information; three test charts, each of which focused on a specific topic; five test summaries; questions and answers regarding newly published norm-referenced achievement tests; and, various documents regarding tests and testing issues.

TAC/R-TAC reviews were requested for drafts of each of the test charts that were developed during the contract year. Although the test charts were similar in format, each theme required attention to key areas which varied by theme. TAC/R-TAC reviews permitted the development of materials with client needs in mind. Test charts appear to be of value to many educators as evidenced by a telephone call to the Center requesting a presentation for a group of Title VII educators in Illinois.

TAC/R-TAC requests were many and varied as indicated below.

- The Test Information Center assisted the Curriculum and Instruction Specialty Option with an inter-TAC seminar by co-facilitating the review of published and unpublished assessments along with a Region D TAC staff member. The purpose of the activity was to compare early childhood assessments with criteria developed by the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education.

- Regions A/1, C/3, D/4, E/5, 6, 7, and 8 requested materials and/or information related to early childhood, English-language proficiency, criterion-referenced, norm-referenced and/or performance-based assessments. Center-produced and/or test publisher materials were provided.

- Regions C/3 and 4 discussed with the Center details of tests named in LEA applications for evaluation purposes. Region 4 discussed an the application for the Chapter 1 National Recognition Program; Region C/3 responded to a request from a SEA reviewer of basic Chapter 1 project applications regarding several tests.

- Regions A/1 and C/3 requested information for four LEAs to assist in the test selection process. Two LEAs were provided contact information for test publishers' representatives. Another LEA was referred to the SEA for copies of test summaries. The fourth LEA was provided specific information regarding algebra and geometry tests that report NCEs.

- Region C/3 required information for the director of Non-Public Educational Services (Virginia by-pass) regarding the name of the subtest for a particular national test that could be used to report NCEs for advanced mathematics skills. She was referred to the Virginia SEA so that her decision could be consistent with theirs.

- Region 8 sought test publisher materials for a SEA to examine the relationship between test content objectives and the school curriculum.

- Region C/3 required information regarding test preparation and basal text assessment for specific companies. Contact information was provided for the publishers' representatives.

- Regions A/1, C/3, E/5 sought technical information that included norms, score conversions, testing levels for ungraded classrooms and changing tests.

- A private consultant working with a Massachusetts LEA inquired about technical considerations for changing tests.

- Referred by Region E/5, a private consultant working with three SEAs in Region E/5 requested the names of norm-referenced tests that were used to evaluate Chapter 1 programs across the nation. He was given the names of tests most commonly used in Region C/3 and referred to other TACs/R-TACs for tests in their regions. Also referenced was the North Central Regional Educational Laboratory which distributes the annual state assessment database on diskette. The data was collected on behalf of the Council of Chief State School Officers.

- Regions D/4 and 8 requested further information concerning specific annotated references listed in one of the *Bulletins*.

Criteria for Selecting and Reviewing Assessments

Criteria for selecting and/or reviewing assessments for inclusion in the Test Information Center were drafted from relevant Chapter 1 regulations and the *Standards for Educational and*

Psychological Testing.[1] With feedback from TACs/R-TACs, the criteria were revised, and, upon approval from the U.S. Department of Education, were distributed to TACs/R-TACs to delineate the type of information that is provided in documents produced by the Center. This document will be modified as changes are made in the *Standards* and as additional criteria become available.

Dissemination

TACNET, an electronic bulletin system containing all published Test Information Summaries and Bulletins, was operational throughout the contract year. This vehicle was used to disseminate Center-produced documents to each TAC/R-TAC, thus decreasing the amount of materials to be reproduced and distributed via mail. In addition, TACs/R-TACs have the most current addition of Center-produced documents readily available because TACNET also serves as the repository for these materials.

Resources

To enhance the information available to the TACs/R-TACs, contacts with eighty resources have been established with test publishers, test collection agencies, and federal educational assistance projects. The majority of these organizations worked collaboratively with the Test Information Center to provide materials and information to TACs/R-TACs. Knowledge of these resources have also reduced time to respond to requests.

Region C Electronic Bulletin Board System (TACNET)

States within Region C/3, and other TACs and R-TACs from across the nation are among the registered users of this evolving computerized network. TACNET users may communicate with one another, view a master calendar of key events scheduled within Region C/3 (southeastern state users only), and access test information summaries and other products which are prepared by the Region C Test Information Center.

Major activities involved the development of the TACNET *User's Guides*, training of users, enhancements to the system, and editing of documents available through the system. Each of these activities are described below.

Two versions of the TACNET *User's Guide* were developed: one for the TACs/R-TACs and another for Region C/3 SEAs. In addition, copies were provided to the three Program Coordination Centers and three offices in the U.S. Department of Education, Office of Policy and Planning, Office of Migrant Education, and Office of Educational Research and

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[1]Prepared by the Committee to Develop Standards of Educational and Psychological Testing of the American Educational Research Association, The American Psychological Association, and The National Council on Measurement in Education.

Improvement. TACNET users include the following groups of individuals: SEAs, LEA (one large, urban system in the southeast), ESCORT (PCC), Title VII Evaluation Assistance Center, Educational Testing Service, and TACs/R-TACs.

Three TACNET training sessions were conducted for TACs/R-TACs and Region C/3 SEAs in Atlanta. Over the year, 24 users have accessed TACNET with 424 calls. During the first year of operation, TACNET was accessed for a total of 36 hours and 21 minutes. Few requests for assistance in using the system were made and most users indicate that TACNET is "user-friendly."

Enhancements have focused on more efficient access to the system and have typically been in response to user requests. A toll-free number and a second telephone line were installed to encourage usage. Menu modifications are underway that will permit more efficient access to Test Information Center documents than previously provided. In general, each type of document (e.g., test summaries, test charts, *Bulletins*) will be accessed directly through a menu instead of searching through all Center documents.

Document editing has been minor and has concentrated on format modifications because of some limitations in the scanning process which initially provided the database for the TACNET. TACs/R-TACs were alerted to each document modification to allow them to determine whether to download another copy from TACNET.

Additional Tasks

Migrant Student Record Transfer System (MSRTS) National Survey

TAC-C assisted the National Association of State Directors of Migrant Education (NASDME) in assessing the usefulness and importance of items currently located on the migrant student transfer education and health records. Fourteen states were selected to represent the four program categories: sending states, receiving states, summer program states and fishing industry states. The sample represented the population of educators and health care providers who serve migrant students. Each educator was asked to rate only those items which they actually used.

A target sampling plan of approximately 1,500 individuals and a direct cost reimbursement budget for postage and survey materials was approved by the MSRTS Committee. Proportionate sampling was used to assure adequate and representative samples of responses from each state. This was necessary due to the vast differences in the numbers of migrant staff found within the four program categories within the fourteen selected states. As stated previously, individuals responded only to subsets of items from the record which were relevant to their specific responsibilities with regard to helping migrant children. They were asked to indicate the utility and the importance of each item as service providers.

To obtain as high a response rate as possible, matrix sampling of items to individuals was employed. That is, each sampled individual was asked to rate some, but not all, relevant items. However, reactions to all items by each appropriate group of service providers from the selected states were received are available in the aggregated results. It is anticipated that the study will be completed in late spring or early summer.

TASK 4 - MAINTAIN STAFF CAPABILITIES AND EXPERTISE

During this contract year, Region C TAC staff have been involved in many activities to maintain their capabilities. These activities have been varied to include international conferences, in-house and external training, and enrichment of their information base.

Instituted during the first quarter, TAC C had a casual lunchtime "Question and Answer" time that involved all TAC staff not away on business. These informal meetings continued throughout the year and the topics have included everything of interest to Chapter 1 from schoolwide accountability requirements to the previewing of videos on total quality management. The sessions have proven beneficial to all staff in attendance as they provided excellent opportunities for brainstorming, discussion, and the sharing of ideas.

Regular formal staff meetings continue on a monthly basis. At these staff meetings, each state coordinator brings the entire staff up to date on what is happening in their states. USED directives, TAC director meeting results, and national meeting topics are discussed. Preliminary planning, updating and debriefing on events are also discussed at these meetings, such as for the three large regional meetings sponsored by Region C and held this past year, the Parent Involvement and Family Literacy Train-the-Trainer Seminar, Phase II; the Program Improvement Train-the-Trainer Seminar and the Large School System Conference.

Other Staff Training Included:

- Prior to the Phase II Parent Involvement Seminar, Region C staff received intensive training on the latest parent involvement strategies from Diane D'Angelo of the Parents in Education Center. This training dealt with several workshops developed by OERI and USED.

- Each member of TAC C was trained to use TACNET (Technical Assistance Center Network), a bulletin board system (BBS) described in Task 3 of this report.

- The principles of Total Quality Management as developed by Dr. W. Edwards Deming. The training was presented in an intensive one-day training session. Throughout the presentation, educational applications of the theory normally associated with business were discussed and stressed.

- Dr. Ana Maria Villegas from the ETS-Princeton Office, led a discussion of recent research on issues on multicultural education that influence sensitivity to the needs of children, parents, and teachers who are from a minority culture.

- Dr. William Purkey presented the principles of invitational learning at a schoolwide conference held in North Carolina where TAC staff were in

attendance. The keynote speaker at the Program Improvement Seminar, Dr. John J. Schmidt is a colleague of Dr. Purkey. The invitational theory is being practiced in several locations of Region C.

Individual TAC C staff also participated in other training to maintain staff capabilities. One staff member received training designed to ensure that written documents developed at the TAC are sensitive to the multicultural and multiethnic nature of out society. The training was conducted by Susan Dillon and J. T. Stewart, both of Educational Testing Service. All TAC publications and reports now go through a sensitivity review prior to dissemination beyond the office to assure that all materials are free of racist, sexist, or otherwise potentially offensive language and images.

Another TAC staff member attended The Johns Hopkins Conference on Cooperative Learning, developed by Dr. Robert Slavin. As a result of this training, materials and workshops are now available for use with Chapter 1 educators within Region C. Workshops, on-sites and materials have been delivered in several states on this topic this year, and at least one state conference has a presentation scheduled for next contract year.

Region C staff have attended two major conferences this year to gain information and expertise in areas that pertain to assisting Chapter 1 educators.

The American Educational Research Association (AERA) and the National Council for Measurement in Education (NCME) Joint Annual Conference (April 1993). TAC staff represented Regions C and 3 at the AERA meeting held in Atlanta. Sessions attended addressed a number of technical aspects of alternative assessment which are receiving much attention from educators across the nation. In addition, a variety of sessions related specifically to Chapter 1 reported results of studies conducted to compare different Chapter 1 components (e.g., schoolwide projects to traditional projects, decisions based on multiple measures versus one measure).

Participation also included committee work to develop ideas for a national R&D agenda in the area of teacher evaluation assessment, serving as a discussant in a seminar on evaluations of local programs, and a presentation was made by a TAC C staff member entitled "Can Quality Program Evaluation Really Take Place in Schools".

International Reading Association (IRA) Annual Meeting (April 1993). TAC staff attended this meeting held in San Antonio, TX. More than 70 Chapter 1-related sessions were offered. TAC attended the Chapter 1 pre-convention all-day seminar on specific topics and other sessions related to Chapter 1 throughout the week. One of the highlights of the conference was the Chapter 1 Awards Luncheon where the Secretary's Initiative Awards are given to schools and/or districts having won exemplary status. States in the southeastern region receiving awards this year were: Florida (5), Georgia (1), Mississippi (3), North Carolina (1), South Carolina (3), and Virginia (1). Also from Region C were two awards given to Virginia for migrant programs, and one given to Virginia for neglected of delinquent programs.

This contract year has seen a total reorganization in the materials available to staff in the TAC office and therefore to the SEAs and LEAs in Region C. A concerted effort has been made to purge all files containing outdated and redundant materials. Several acquisitions of new books and videos have enriched the holdings in the TAC library, which has been totally updated with a new time-saving filing system having a common set of indices. The library now contains over 900 volumes, pertinent periodicals and articles. The files have well over 2,000 entries. Plans are being completed for these materials to be put into an electronic database system. All of these improvements have enhanced and expedited TAC's ability to disseminate comprehensive and timely materials and information for the southeastern SEAs, LEAs, and other interested parties.

TASK 5 - OUTREACH AND AWARENESS ACTIVITIES

Maintaining regular contact with key SEA/LEA staff and providing information on the range and scope of TAC services has been a high priority for the staff of the Region C Technical Assistance Center. This has been accomplished through general representation, phone calls, correspondence, planned large scale conferences and frequent mailings on critical issues gathered from current research or from federal offices especially the United States Office of Education.

Region C was represented at the Chapter 1 Annual Coordinators Conference held in Washington, DC. Each of the eight southeastern states were represented by their state Chapter 1 coordinator and met to provide feedback about TAC services in their respective states. State Coordinators were polled to set a date and focus for the Regional Coordinating Council Meeting.

The director of TAC attended the USED/OME/NASDME meeting in Washington, DC. A variety of migrant education topics were presented in addition to MSRTS competition and Chapter 1 reauthorization issues.

Region C TAC Parent Involvement Coordinator participated in the Annual Meeting of the National Coalition of Title I/Chapter 1 Parents. The meeting was held at the Adams Mark Hotel in Charlotte, North Carolina. This meeting provided an opportunity for many of the Phase I Train-the-Trainer participants to present parent involvement workshops. TAC staff served as an observer and technical assistant.

Region C TAC staff attended the 1993 National Diffusion Network Annual conference, February 15-17, 1993, at the J.W. Marriott Hotel in Washington, DC. The theme of the conference focused on "community building" with opportunities for small group interaction and linking new NDN developer-demonstrators with experienced grantees. The conference also focused on the issue of cultural diversity, and how to make NDN projects more responsive to an increasingly diverse society. The TAC C representative used this meeting as an opportunity to meet all Region C NDN state facilitators to make them aware of Chapter 1 and our efforts to collaborate within the two programs.

A significant outreach activity for Region C staff was the planning and implementation of the Large School Systems Conference which was held in Charlotte, North Carolina, at the Park Hotel, February 4-5, 1993. The focus was on urban issues in parent involvement/family literacy, program improvement and schoolwide projects for school districts with complex organizational structures. An advisory committee from Mobile County, Alabama; Fulton County Georgia; Orange County Florida; and Davidison County, Tennessee, assisted TAC staff with the planning.

At the Program Improvement Train-the-Trainer Seminar, an on-site library was furnished with a wide variety of TAC/R-TAC materials to provide participants the opportunity to become more familiar with the vast resources available through TAC/R-TAC. From this activity, a broader

awareness was created of the diversity of technical assistance services available, ranging from workshops to materials, that may be disseminated by mail. Over 250 mailings were completed after the Program Improvement Seminar. These included:

- Program Improvement Lists (database)
- Parent Involvement List
- Focus Books (ETS Publications)
- New Parent Package
- Miscellaneous Surveys
- Self-Assessment Instruments
- Video of John Schmidt (Inviting School Success)
- Workshop Guides
- Information on Pre-K Programs
- Information on ordering the "Common Miracles" videotape

TAC C continued to disseminate information to SEAs, LEAs and other TACs . Examples of materials distributed are as follows:

- Region C State Program Improvement Plans were distributed for use in other TAC regions.

- The Curriculum and Instruction Option "Hotline" and two copies of the "User's Guide Papers" reviewed and approved by USED were distributed to all of our eight state Chapter 1 Directors.

- "ETS 1993 Annual Reports" were mailed to USED and to all TAC/R-TAC Specialty Option Directors.

Examples of research reports and instructional packages disseminated throughout the region are as follows:

- *Chapter 1 Under the 1988 Amendments: Implementation From the State Vantage Point* was disseminated to each state coordinator, SEA staff member and to each of the seven school districts in the Mississippi Project.

- *The Interim Report of the National Assessment of Chapter 1* was disseminated to each state coordinator and SEA staff member.

- *The Chapter 1 Implementation Study Interim Report* was disseminated to each state coordinator and SEA staff member.

TASK 6 - ATTEND TAC DIRECTORS' MEETING

In accordance with the TAC contract, three TAC/R-TAC Directors' meetings were held in Washington, D.C. and were conducted by the TAC Project Officer from the United States Department of Education (USED).

The first meeting took place during October 15-16, 1992. Representation at the meeting from TAC C included the TAC C director and the director of the TAC Test Information Center. In addition to participation during the course of discussions initiated by the USED TAC project officers and other TAC/RTAC directors, TAC C presented the following to the group:

Test Information Center Update;

TACNET electronic bulletin board system update; and

A presentation and general discussion on the impact of statistical regression on evaluation data obtained from students selected for participation in a schoolwide project, where the proportional method is used to select students for accountability assessment.

The second TAC Directors' Meeting was conducted February 21-22, 1993. This meeting was attended by only one representative from the Region C TAC, the TAC director. The activity centered on participating in the discussions initiated by the USED TAC project officers, representatives of the various divisions of the USED Compensatory Education Program Office, and other TAC/RTAC directors. As a part of the discussions, the TAC C director updated the members of the group on current activities of the TAC Test Information Center.

The third meeting took place in mid-June, 1993. At this meeting, TAC/R-TAC directors were presented with the latest information available about re-authorization of Chapter 1 by the TAC project officer, Mr. Tom Fagan, and Ms. Mary Jean LeTendre. Other routine business, sharing and updates took place as well.

TASK 7 - FREQUENT AND CONTINUOUS COORDINATION WITH R-TAC

Because of the proximity of Region C TAC and Region 3 R-TAC within the same office, coordination of services occurred on a continuous basis throughout the year. The TAC and R-TAC directors meet and consult on a daily basis. Internal correspondence directed to one of the directors is shared with the other director and distributed to all staffs as deemed appropriate.

Major coordination activities during the year included:

1. An annual planning conference was held July 23-24, 1992. The two staffs established joint service goals based on the feedback received from SEAs and USED during the Regional Coordinating Council Meeting in June.

2. Monthly staff meetings were conducted jointly. Meeting agendas were planned and coordinated between the TAC and R-TAC directors.

3. Train-the-Trainer seminars were planned and conducted by both staffs. Phase II Parent Involvement/Family Literacy was held in December and Program Improvement was held in February.

4. Development of an electronic resources information system (database) began this year and will be continued.

5. TAC and R-TAC state coordinators have presented joint workshops and on-sites in all states.

6. An end-of-the year evaluation of TAC/R-TAC services was conducted jointly at a planning meeting held June 22-24, 1993. All staff members attended the meeting and contributed to formal and informal assessments of the past year's services.

APPENDIX A

The Role of the Chapter 1 Technical Assistance Centers and Rural Technical Assistance Centers for this Contract Period: 1991-1996

Under the coordination of ED, Technical Assistance Center (TACs) and Rural Technical Assistance Center (R-TACs) contractors shall provide assistance to SEAs and LEAs related to the **evaluation and improvement of Chapter 1 programs.** Areas of assistance shall include the selection and implementation of evaluation strategies, interpretation of results, strategies for program improvement, assisting SEAs and LEAs in improving curriculum and instruction, increasing the involvement of parents in the education of their children, data quality control, and data analysis.

Priorities for TAC and R-TAC Activities for this Contract Period

Listed below are **the priorities for TAC and R-TAC services.**

1. TACs and R-TACs shall provide technical assistance to SEAs and LEAs in the design, implementation, and evaluation of Chapter 1 **activities which are responsive to the National Education Goals.**

2. TACs and R-TACs shall provide technical assistance to SEAs and LEAs in the design, implementation, and evaluation of strategies and **activities which focus on significantly and incrementally "closing the learning gap" between Chapter 1 students and those in the regular program.**

3. TACs and R-TACs shall provide technical assistance to SEAs and LEAs which focuses on the **integration and coordination of Chapter 1 within the larger school context of the regular curriculum and special programs and activities.** (TACs and R-TACs will not provide technical assistance directly to other programs such as Head Start, Follow Through, special education, etc., but must be fully knowledgeable about them and their relationship to Chapter 1, in order to assist their SEA and LEA clients in working closely with all such relevant programs.)[1]

4. **TACs and R-TACs shall emphasize building the capacity of SEAs to promote and implement Chapter 1 evaluation and program improvement.** However, TACs and R-TACS shall not function as extensions of SEA staff.

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[1] *Contractors are encouraged, but not required, to explore with client SEAs and LEAs the provision of technical assistance services in the broader area of "services integration." This term refers to an arrangement in which the school becomes actively involved in the coordination and integration of a wide range of education, health, and social services, in order to increase their availability and use to disadvantaged or at-risk students and families.*

5. TACs and R-TACs shall serve in a key role in assisting SEAs and LEAs in meeting the **evaluation and accountability requirements as specified in P.L. 100-297** and detailed earlier. They shall also play a significant role in assisting SEAs and LEAs in **implementing the uniform Chapter 1 evaluation standards which have been issued by the Secretary of Education.**

It is anticipated that evaluation of effectiveness of Chapter 1 projects at the school building level will continue to result in a very large number of requests to assist SEAs and LEAs in reviewing the quality of data and verifying results. As efforts move toward improving those projects found to be ineffective, the need for specific assistance in improving projects through a variety of strategies, is expected to become the driving force behind SEA and LEA requests for technical assistance.

Since SEAs and LEAs will differ as to the number of programs found to be ineffective and in need of improvement assistance versus evaluation assistance, there is no requirement that TACs and R-TACs spend a specific portion of their time in each area. However, a reasonable balance between evaluation and program improvement shall be maintained. The Government reserves the right to introduce a percentage allocation requirement for program improvement versus other assistance at any time through a contract modification, or at any time a contract option is to be exercised.

TASK 2: Act as a Technical Consultant to SEAs and LEAs

Task 2 is divided into four subtasks as follows:

Subtask 2a	-	Evaluation Improvement
Subtask 2b	-	SEA or LEA Program Improvement
Subtask 2c	-	Curriculum and Instruction
Subtask 2d	-	Parental Involvement and Family Literacy

The Contractor shall provide assistance in each of these areas upon request from State and local education agencies.

Subtask 2a: Evaluation Improvement

At the request of SEAs and, where appropriate, LEAs, the contractor shall provide assistance to SEA and LEA staff on the formative and summative evaluation of Chapter 1 projects. Services shall be provided through workshops, telephone or on-site consultations, or correspondence, as appropriate. TAC and R-TAC staff shall provide assistance to SEA or LEA staff to enable them to design and implement project evaluations. This shall include providing assistance in designing sustained effects evaluations, selections of evaluation designs, data management and analysis, and interpretation of results in support of the evaluation, accountability, and program improvement requirements of Chapter 1.

The TACs and R-TACs shall provide assistance not only with the evaluation of the Chapter 1 LEA program, but also with the State-operated Migrant program.

Subtask b: SEA and LEA Program Improvement

1. Each TAC and R-TAC shall devote a significant part of its total effort to assisting SEAs and LEAs in implementing program improvement activities under both the basic grant and State agency portions of the program. The actual percentage will depend on the specific nature of the SEA/LEA requests. However, as stated above, a reasonable balance must be maintained between evaluation assistance and assistance in program improvement activities.

   TACs and R-TACs will be assisted in these activities by the materials and strategies on effective practices developed under Specialty Option #3, Effective Practices——Identification and Dissemination, in the TAC contract.

2. Each TAC and R-TAC shall identify a limited number (two to four) of "model" program improvement sites within its region. These sites, chosen carefully in consultation with SEA Chapter 1 coordinators, shall be schools (or groups of schools) currently identified for program improvement under P.L. 100-297, with which the TACs and R-TACs shall establish a long-term relationship focused on program improvement. These sites shall receive "additional" TAC and R-TAC services and become demonstrations of how to "turn-around" poor performing programs. As TACs and R-TACs learn more about "what-works" from these sites, the information shall be systematically provided to the TAC contractor operating Specialty Option #3, Effective Practices——Identification and Dissemination.

Subtask 2c: Curriculum and Instruction

Each TAC and R-TAC shall be prepared, upon request, to advise SEAs and LEAs on promising practices in instruction and curriculum based upon a thorough knowledge of the literature and current research in the field. Further, staff shall remain fully conversant with the materials and information on promising practices which are developed by one of the TACs under Specialty Option #1, Curriculum and Instruction.

Subtask 2d: Parent Involvement and Family Literacy

TACs and R-TACS shall be prepared to provide technical assistance on issues related to the Even Start program. Even Start is currently a discretionary program (with about 125 local sites) and therefore TACs and R-TACS will not be required to provide on-site assistance to individual grantees at this time. However, TACs and R-TACs shall provide assistance at the request of the SEAs to groups of Even Start grantees or other interested parties in larger forums, e.g., State or regional meetings. **TACs and R-TACs shall be staffed to provide technical assistance in adult basic education and other family literacy areas.**

TACs and R-TACS shall continue to provide assistance to SEAs and LEAs in increasing the involvement of parents in the education of their children.

TACs and R-TACS will be assisted in these expanded roles by the materials and training available to them from one of the TACs under Specialty Option #2, Parent Involvement and Family Literacy.

BUILDING HOME-SCHOOL PARTNERSHIPS FOR LEARNING
WORKSHOPS FOR EDUCATORS

December 7-9, 1992

Sunday, December 6, 1992

3:00 p-	**Hotel Check-In**	Hotel Lobby
4:30 p- 5:30 p	**Early Registration**	Convention Floor Lobby

Monday, December 7, 1992

7:00 a-	**Continental Breakfast**	The Cafe
8:00 a- 9:00 a	**Registration**	Convention Floor Lobby
9:00 a- 9:30 a	**Opening Session**	Ballroom South

Welcome

Jerry Jenkins, Director
Region C Chapter 1 Technical Assistance Center
Educational Testing Service-Atlanta

Seminar Overview and Introductions

Johnnie R. Follins, Seminar Coordinator
Region C Chapter 1 Technical Assistance Center
Educational Testing Service-Atlanta

9:30 a-10:30 a

R.E.C.A.P.: "Reasonable Expectations Come at a Price"
An Open Discussion

Johnnie Follins, Moderator

Nettie Washington - Alabama
Marva Lane - Florida
David Gilbreath - Georgia
Donna Foster - Mississippi
Curtis Bynum - North Carolina
Diane Willis - South Carolina
Connie Mayo - Tennessee

10:30 a-10:50 a

Break

10:50 a-12:00 p

Phase I: The Virginia Adaptation
A Mini Workshop

Deloris Bagby, Janet Mullins and Sarah Sugars

12:00 p- 1:15 p

Lunch On Your Own

1:15 p- 1:30 p

Dot Voting
(Vote according to your views by placing a colored dot on the posters around the walls.)

1:30 p- 2:00 p

Building Home-School Partnerships: A Perspective on Training

Oliver C. Moles, Presenter
Office of Educational Research and Improvement
United States Department of Education

Diane D'Angelo, Presenter
Parents in Education Center
RMC Research Corporation

2:00 p- 4:00 p

Workshop 1: Families As Learning Environments

Diane D'Angelo, Presenter

Cindy Chandler, Presenter
Region 3 Chapter 1 Rural Technical Assistance Center
Educational Testing Service-Atlanta

4:00 p- 4:30 p — **What Works? What Doesn't?: A Debriefing**

Diane D'Angelo, Facilitator
Johnnie Follins, Facilitator

6:00 p- 8:00 p — **Reception**
Make New Friends, Greet Old Ones — Garden Court

Tuesday, December 8, 1992

9:00 a-11:30 a — **Workshop 2: School Programs and Practices**

Adrienne Battistone, Presenter
Region 3 Chapter 1 Rural Technical Assistance Center
Educational Testing Service-Atlanta

Johnnie Follins, Presenter

11:30 a-12:00 p — **What Works? What Doesn't?: A Debriefing**

Diane D'Angelo, Facilitator
Johnnie Follins, Facilitator

12:00 a- 1:30 p — **Idea Swap Luncheon** — Ballroom Center
(Each table has been labeled with an idea)

Activities	Ice Breakers	Partners
Evaluation	Incentives	Workshops
Games	Instruction	Middle/High School
Home Visits		

1:30 p- 4:00 p — **Workshop 3: Homework and Home Learning Activities**

Deborah Moses, Presenter
Region 3 Chapter 1 Rural Technical Assistance Center
Educational Testing Service-Atlanta

Kathy Thomas, Presenter
Region C Chapter 1 Technical Assistance Center
Educational Testing Service-Atlanta

4:00 p- 4:30 p	**What Works? What Doesn't?: A Debriefing** Diane D'Angelo, Facilitator Johnnie Follins, Facilitator
4:30 p- 5:15 p	**Technical Assistance Sessions** Technical Assistance will be provided on any aspect of the workshops presented at the Seminar. *Diane D'Angelo, Johnnie Follins* and *Oliver Moles*

Wednesday, December 9, 1992

9:00 a-11:30 a	**Workshop 4: Communication Skills and Strategies** *Mary Martha Wilson*, Presenter Region C Chapter 1 Technical Assistance Center Educational Testing Service-Atlanta *John Evers*, Presenter Region C Chapter 1 Technical Assistance Center Educational Testing Service-Atlanta
11:30 a-12:00 p	**What Works? What Doesn't?: A Debriefing** *Diane D'Angelo*, Facilitator *Johnnie Follins*, Facilitator
12:00 p- 1:30 p	**Hotel Check-Out and Lunch on Your Own**
1:30 p- 2:15 p	**Workshop 5 and the Phase II Pilot** *Diane D'Angelo*, Presenter *Oliver Moles*, Presenter
2:30 p- 4:00 p	**State Team Meetings & Vision Setting: Implementation of Phase II** *Johnnie Follins*, Facilitator **Farewell and Door Prizes** *Trudy Bacon*, Director Region 3 Chapter 1 Rural Technical Assistance Center Educational Testing Service-Atlanta

APPENDIX C

LARGE SCHOOL SYSTEMS CONFERENCE

The Park Hotel
Charlotte, North Carolina

February 4 & 5, 1993

Wednesday, February 3, 1993

3:30 p- 5:00 p	**On-Site Registration**	Morrison B-Foyer
5:00 p- 7:00 p	**Welcome/Reception**	Rexford
	Dinner On Your Own	

Thursday, February 4, 1993

8:00 a- 8:30 a	**Continental Breakfast**	Morrison B
8:30 a-10:00 a	**Opening General Session**	Morrison B

Presiding—*Lee Foster*, Senior Program Administrator
Orange County Public Schools; Orlando, Florida

Welcome to Charlotte—*Anthony Bucci*, Chapter 1 Director
Charlotte-Mecklenburg Schools; Charlotte, North Carolina

Welcome to Conference—*Roy Hardy*, Director
Educational Testing Service-Atlanta; Atlanta, Georgia

Introductions and Overview—*Jerry Jenkins*, Director
Region C, Chapter 1 Technical Assistance Center
Educational Testing Service-Atlanta; Atlanta, Georgia

Introduction of Speaker—*Judy Stubbs*, Chapter 1 Evaluator
Metropolitan Nashville Public Schools; Nashville, Tennessee

Keynote Speaker—*Ken Hinton*, Director/Principal
Early Childhood Education Center, Peoria Public Schools; Peoria, Illinois

10:00 a-10:15 a	**Break**	
10:15 a-11:45 a	**Roundtable Session #1**	TBA
	Program Improvement A semi-structured participant discussion on a series of topics such as effective school models, components of school improvement accountability, and others. *Mary Martha Wilson*, Facilitator Region C, Chapter 1 Technical Assistance Center Educational Testing Service-Atlanta; Atlanta, Georgia	
	Schoolwide Program/Evaluation A semi-structured participant discussion on a series of topics such as schoolwide accountability, alternative assessment, and others. *Kathy Thomas*, Facilitator Region C, Chapter 1 Technical Assistance Center Educational Testing Service-Atlanta; Atlanta, Georgia	
	Parent Involvement A semi-structured participant discussion on a series of topics such as successful components of school-based parent programs, family literacy, and others. *Johnnie Follins*, Facilitator Region C, Chapter 1 Technical Assistance Center Educational Testing Service-Atlanta; Atlanta, Georgia	
11:00 a- 5:00 p and 7:30 p- 9:00 p	**LSSC Materials Exhibit and Information Exchange** Review materials and information from the National Diffusion Network; Office of Educational Research and Improvement, United States Department of Education; Educational Testing Service; Project SERVE; and, local school districts.	Morrison A
11:45 a- 1:15 p	**LUNCH**	Beau's Restaurant & Lounge

1:15 p- 2:45 p **Roundtable Session #2** TBA

Repeat of previous roundtable topics

2:45 p- 3:00 p **Break**

3:00 p- 4:30 p **Roundtable Session #3** TBA

Repeat of previous roundtable topics

Dinner On Your Own

7:30 p- 9:00 p **Informal Conversation with Ken Hinton** (Optional) Morrison B

Betty Strickland, Facilitator
Chapter 1 Director, Fulton County Public Schools;
Atlanta, Georgia

Friday, February 5, 1993

8:00 a- 8:30 a **Continental Breakfast** Morrison B

8:30 a-10:45 a **Concluding General Session** Morrison B

Presiding—*Leo Brown*, Chapter 1 Director
Mobile County Public Schools; Mobile, Alabama

Introductions—*Jerry Jenkins*

Overview of Chapter 1 Studies and Reauthorization Issues

Daphne Hardcastle, Coordinator
Chapter 1 Technical Assistance Centers
Office of Policy and Planning, United States Department of Education;
Washington, DC

Integrating Chapter 1 into State and District Initiatives

John Evers, Facilitator
Coordinator of State Services
Region C, Chapter 1 Technical Assistance Center
Educational Testing Service—Atlanta; Atlanta, Georgia

Daphne Hardcastle, Moderator

A SEA Perspective—

Donna Foster, Mississippi
John Hooper, Georgia
Donna Smith, North Carolina

A LEA Perspective—
Veola Hymes, Muscogee County Schools, Georgia
Russell Busch, Richmond City Public Schools, Virginia
Jerry Levitt, Dade County Schools, Florida

10:45 a-11:00 a **Break**

11:00 a-11:45 a **Concluding Remarks**

Jerry Jenkins, Facilitator

APPENDIX D

AGENDA

PROGRAM IMPROVEMENT TRAIN-THE-TRAINER SEMINAR

February 17-19, 1993
Sheraton Atlanta Airport Hotel
Atlanta, Georgia

POSITIVE THOUGHTS: POSITIVE RESULTS

Wednesday, February 17, 1993

7:45 a- 8:30 a	**Registration**	Hotel Lobby
7:45 a- 8:30 a	**Continental Breakfast**	Marathon I
7:45 a- 8:30 a	**Program Improvement Library Open**	Lombard I
8:30 a- 8:45 a	**Opening General Session**	Marathon Ballroom

Welcome to Conference

Roy Hardy, Director
Educational Testing Service-Atlanta

Welcome to Atlanta and Introductions

Trudy Bacon, Director
Region 3 Chapter 1 Rural Technical Assistance Center
Educational Testing Service-Atlanta

8:45 a- 9:00 a **Seminar Overview and Introductions**

Cindy Chandler, Seminar Coordinator
Region 3 Chapter 1 Rural Technical Assistance Center
Educational Testing Service-Atlanta

9:00 a- **Introduction of Speaker**

Adrienne Battistone, Coordinator of State Services
Region 3 Chapter 1 Rural Technical Assistance Center
Educational Testing Service-Atlanta

9:00 a- 9:50 a **Keynote Speaker**

Dr. John J. Schmidt, Associate Professor
Counselor and Adult Education Department
East Carolina University
Greenville, North Carolina

9:50 a- 10:15 a ***Break***

10:15 a- 11:30 a • **State Team Activity** Marathon Ballroom
Dr. John J. Schmidt

• **Pre Focus Activity**
Dot Voting
(Vote according to your views by placing a colored dot on the posters around the walls.)

11:30 a- 1:00 p ***Luncheon*** Tara Hall (downstairs)

1:00 p- **General Sessions** Marathon Ballroom
For All Overview Topics

1:00 p- 1:45 p • **Needs Assessment**

Kathy Thomas, Coordinator of State Services
Region C Chapter 1 Technical Assistance Center
0 Educational Testing Service-Atlanta

Jerry Jenkins, Director
Region C Chapter 1 Technical Assistance Center
Educational Testing Service-Atlanta

1:45 p- 2:15 p • **Research Base**

Deborah Moses, Coordinator of State Services
Region 3 Chapter 1 Rural Technical Assistance Center
Educational Testing Service-Atlanta

2:15 p- 2:30 p ***Break***

2:30 p- 3:00 p • **Vision Setting**

Johnnie Follins, Coordinator of State Services
Region C Chapter 1 Technical Assistance Center
Educational Testing Service-Atlanta

3:00 p- 3:30 p **Developing and Implementing a Plan**

Adrienne Battistone, Coordinator of State Services
Region 3 Chapter 1 Rural Technical Assistance Center
Educational Testing Service-Atlanta

3:30 p- 4:00 p **State Team Meetings**

- To determine representation at tomorrow's in-depth sessions: Assignments should be based on what the team needs to know rather than individuals within the team.
- Record names of who will attend each session on grid sheet provided.

*Refer to grid sheet on page 10 for schedule of in-depth sessions.

4:00 p- 5:00 p **Program Improvement Library Open** Lombard I

Dinner On Your Own

Thursday, February 18, 1993

7:45 a- 8:30 a — ***Continental Breakfast*** — Marathon I

7:45 a-8:30 a — **Program Improvement Library** — Lombard I
Open

8:30 a- 10:00 a — **SESSION I**

Needs Assessment — Marathon I

Presenter: Kathy Thomas

Participants will delve into the wealth of information provided by needs assessment data. Hypothetical situations will allow you to apply your learning and also raise questions.

Vision Setting/Team Building — Marathon II

Presenter: Johnnie Follins

Participants will define the roles and responsibilities of teams and the leaders who create the vision for effective program improvement.

Videos: — Marathon III

Just 4 and 5 Developmental Lab
Mobile, Alabama

Facilitator: Cindy Chandler

Just 4 and 5 is a pre-school program that exposes children to opportunities and builds on personal experiences. This video carries you for an inside view of the children involved with this Chapter 1 funded program.

Reading Recovery — Marathon III
Wake County Schools, North Carolina

Facilitator: Cindy Chandler

This video will provide information about the early intervention program called Reading Recovery. Two Reading Recovery teachers will share characteristics of the instructional program and describe the program's staff development component.

SouthEastern Regional Vision for Education — Gable I

Presenter: Deloris Pringle
Facilitator: Trudy Bacon

The presenter will highlight the services of SERVE, which are to assist state and local efforts in improving educational outcomes, especially for at-risk and rural students.

Joint Planning — Gable II

Presenter: Mary Martha Wilson

This session presents opportunities beyond compliance with Federal regulations. Participants will investigate alternatives to conventional thinking and conventional service delivery as well as the requirements of the law.

10:00 a - 10:30 a ***Break***

10:30 a - 12:00 p **SESSION II**

Needs Assessment — Marathon I

Repeat of Session I

Vision Setting/Team Building — Marathon II

Repeat of Session I

Video: — Marathon III

ABC News Special Common Miracles: The New American Revolution In Learning

Facilitator: Jerry Jenkins

Visits to innovative programs and conversations with educational leaders such as Comer, Levin and Slavin outline exciting changes happening in American education.

SouthEastern Regional Vision for Education — Gable I

Repeat of Session I

Joint Planning — Gable II

Repeat of Session I

12:00 p- 1:15 p — ***Idea Swap Luncheon*** — Tara Hall (downstairs)

(Each table will be labeled with an idea)

1:15 p - 2:45 p — **SESSION III**

Student Selection — Marathon I

Presenter: Jerry Jenkins

The concept of multiple measures and how to use them in developing composite scores will be discussed. Participants will understand the steps required in order to implement a successful multiple criteria selection system within a local school district.

Research — Marathon II

Presenter: Deborah Moses

During this in-depth session participants will review a core informational base of research on selected instructional strategies and models. Strategies to assist in making productive choices within schools will be discussed. The focus will be on research utilization.

Video: — Marathon III

Cooperative Learning: A Conversation With Dr. Robert Slavin

Facilitator: Mary Martha Wilson

Dr. Slavin of Johns Hopkins University describes several types of Cooperative Learning and the research findings concerning their effectiveness.

National Diffusion Network Gable I

Presenter: Bobby Stacy
Facilitator: Johnnie Follins

The National Diffusion Network (NDN) is a system for sharing successful education programs among public and private schools, colleges and other institutions. Administered by the U.S. Department of Education, the NDN provides funds to "diffuse," or distribute information about exemplary programs to schools across the region and the nation. The presenter will highlight exemplary programs from the southeast region.

Developing and Implementing a Plan Gable II

Presenters: Adrienne Battistone
Cindy Chandler

Presenters will highlight flexibility guidelines and program modifications that can be used to create a successful Chapter 1 program. Participants will critique a program improvement plan guided by questioning techniques that determine if the components are effectively interwoven.

2:45 p- 3:00 p ***Break*** In Session Rooms

3:00 p - 4:30 p **SESSION IV**

Student Selection Marathon I

Repeat of Session III

Research Marathon II

Repeat of Session III

Video Marathon III

Repeat of Session II

National Diffusion Network Gable I

Repeat of Session III

Developing and Implementing a Plan Gable II

Repeat of Session III

4:30 p- 5:30 p **Program Improvement Library** Lombard I

Open

Dinner On Your Own

Friday, February 19, 1993

7:45 a- 8:30 a • ***Continental Breakfast*** Marathon I

7:45 a- 8:30 a **Program Improvement Library** Lombard I
Open
(Library Closes at 8:30 am)

8:30 a- 9:30 a **General Session** Marathon Ballroom
Vision To Reality
Adrienne Battistone

9:30 a- 11:30 a **State Team Meetings & Vision Setting**

- Each state team will receive packets of hypothetical school situations.
- Teams develop a plan of action for their state in terms of future training schedules,meetings, information sharing.

11:30 a- 12:00 p • Evaluation & Door Prizes
Mary Martha Wilson

- Farewell Comments
  Jerry Jenkins, Director
  Region C Chapter 1 Technical Assistance Center
  Educational Testing Service-Atlanta

APPENDIX E

RCCM AGENDA

Wednesday, June 2

4:30p - 6:30p Reception - ETS Suite at Swissôtel Suite 1717 (Sherry Jackson)

6:30p - Dinner

Menus from four selected restaurants will be available at the reception for guests to peruse and make a choice of where to dine.

* *

Thursday, June 3

8:00a - 8:30a Continental Breakfast Geneva/Locarno

8:30a - 8:45a Welcome/Purposes and Overview of RCCM
Roy Hardy, ETS-Atlanta Director

PART I: CHANGE ON OUR DOORSTEP: LINKING CHAPTER 1 TO EDUCATION REFORMS IN THE SOUTHEAST

8:45a - 9:30a Anticipating Change
Daphne Hardcastle, USED

9:30a - 10:00a Questions, Answers, Discussion

10:00a - 11:00a In the Middle of Change
Milton Matthews, Mississippi SEA, Facilitator

11:00a - 11:15a BREAK

PART II: FOCUSING ON THE ISSUES

11:15a - 12:30p Focused Group Discussions (select one)

A. Schoolwide Project Accountability
Jerry Jenkins - Presentation
Gerry Richardson - Florida SEA, Discussant
John Evers - Recorder

B. Alternative Service Models (extended day, in-class, etc.)
Donna Smith - North Carolina SEA, Discussant
Adrienne Battistone - Recorder

12:30p - 2:00p LUNCH

2:00p - 3:15p Focused Group Discussions (select one)

A. Alternative Assessment
Roy Hardy - Presentation
Patty Higgins - Georgia SEA, Discussant
Mary Martha Wilson - Recorder

B. Summer School Programs/Concerns
Ora Spann - South Carolina SEA, Discussant
Deborah Moses - Recorder

3:15p - 3:30p BREAK

3:30p - 4:15p Summary of issues discussed in each focused group
Johnnie Follins, Facilitator

4:15p - 4:30p Technology for Staff Development
Daphne Hardcastle, Facilitator

4:15p - 5:30p Participants wishing to have an informal discussion of issues from the sessions will meet in the Suite.

5:30p - 6:30p Informal Reception - ETS Suite at Swissôtel
(Drop in if you wish)

7:00p - Dinner and Entertainment - Peasant Uptown Restaurant (located across the street at Phipps Plaza)

Reflections on My First year as a State Chapter 1 Director
Judith Morgan, Tennessee SEA

Friday, June 4

8:00a - 8:30a American/Continental Breakfast Geneva/Locarno

PART III: SETTING PRIORITIES

8:30a - 9:30a Where Have We Been?

Recap and Discussion
Trudy Bacon, Facilitator

9:30a - 10:30a Where Are We Going?

A: Florida, Mississippi, North Carolina, and Tennessee state representatives will meet with TAC/R-TAC state coordinators for individual consultation. The purpose of this activity is to plan and prioritize future needs and to focus TAC/R-TAC services.

B: Alabama, Georgia, South Carolina, and Virginia state representatives will meet with representatives from NDN and SERVE to discuss coordination of resources.

10:30a - 10:45a BREAK

10:45a - 11:45a Where Are We Going? *(continued)*

A: Florida, Mississippi, North Carolina, and Tennessee state representatives will meet with representatives from NDN and SERVE to discuss coordination of resources.

B: Alabama, Georgia, South Carolina, and Virginia state representatives will meet with TAC/R-TAC state coordinators for individual consultation. The purpose of this activity is to plan and prioritize future needs and to focus TAC/R-TAC services.

11:45a - 12:00p Conclusion

Evaluation and comments of RCCM, Departing instructions (vouchers and transportation)

APPENDIX F

TAC/RTAC ACTIVITIES SUMMARY: TASK 2
REGION C
TOTALS JULY 1992 - JUNE 1993

	BASIC GRANTS	MIGRANT/ BILINGUAL	N OR D/ HANDI- CAPPED	EVENSTART/ EARLY CHLD.	TOTAL
WORKSHOPS	*****	*****	*****	*****	*****
Number of Workshops	99	42	2	61	119
Client Information	*****	*****	*****	*****	*****
SEA Staff	519	130	19	132	655
LEA Staff-Ch. 1 Coordinator	1,946	927	325	1,036	3,286
Principals	265	161	101	178	625
Ch. 1 Teachers/Aides	496	225	200	290	1,096
Non-Ch. 1 Instructional Staff	413	4	0	157	417
Other	139	26	0	107	181
Total Clients	3,778	1,473	645	1,900	6,260
Service Hours	250	62	8	100	278
TAC/RTAC Person Hours	584	62	8	101	611
ON-SITE CONSULTATIONS	*****	*****	*****	*****	*****
Number of Consultations	187	90	14	101	327
Client Information	*****	*****	*****	*****	*****
SEA Staff	310	128	26	149	408
LEA Staff-Ch. 1 Coordinator	587	304	71	339	714
Principals	53	1	1	3	56
Ch. 1 Teachers/Aides	37	0	0	6	37
Non-Ch. 1 Instructional Staff	36	1	1	18	39
Other	41	21	0	21	43
Total Clients	1,064	455	99	536	1,297
Service Hours	410	129	54	123	114
TAC/RTAC Person Hours	1,326	360	54	353	1,622

TAC/RTAC ACTIVITIES BY STATE
REGION C
4th QUARTER (4/93-6/93)

	WORKSHOPS	ON-SITE CONSULT.
STATES		
Alabama	41	6
Florida	49	42
Georgia	47	32
Mississippi	46	32
North Carolina	46	11
South Carolina	42	11
Tennessee	37	17
Virginia	43	8
BIA	0	0
TOTAL	351	159

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TAC ACTIVITIES SUMMARY - Region C

1st Quarter FY 1992-93

TAC State Coordinator: Summary Spreadsheet

TOTALS	Work-Shops	Tech. Assist.	Phone Calls	Mail
Number	4	36	106	162
Number of Clients	219	138		
-SEA Staff	4	58		
-LEA Staff	43	72		
-Principals	4	5		
-Ch. 1 teacher/aide	30	3		
-Non-Ch. 1 instructional	75	0		
-Other	63	0		
Service Hours	6	114		

STATE FREQUENCIES	Work-Shops	On-Sites	Phone Calls	Mail
Alabama	0	0	6	19
BIA	0	0	0	0
Florida	0	12	27	28
Georgia	2	7	17	26
Mississippi	0	6	13	17
North Carolina	0	0	12	25
South Carolina	0	2	6	19
Tennessee	2	6	21	15
Virginia	0	3	4	13
Total	4	36	106	162

WORKSHOPS	BASIC GRANTS	MIGRANT/ BILINGUAL	N OR D/ HANDI-CAPPED	EVEN STRT/ EARLY CHLD
EVALUATION IMPROVEMENT/REPORTING	0	0	0	0
PROGRAM IMPROVEMENT	1	0	0	1
CURRICULUM & INSTRUCTION	2	0	0	2
PARENT INVOLVEMENT	2	0	0	1
SCHOOLWIDE PROJECTS	0	0	0	0
OTHER	1	0	0	1
Total	6	0	0	5

CONSULTATIONS	BASIC GRANT	MIGRANT/ BILINGUAL	N OR D/ HANDI-CAPPED	EVEN STRT/ EARLY CHLD
EVALUATION IMPROVEMENT	16	11	0	13
PROGRAM IMPROVEMENT	12	7	0	8
CURRICULUM & INSTRUCTION	12	4	0	8
PARENT INVOLVEMENT	17	9	0	9
SCHOOLWIDE PROJECTS	12	10	0	10
OTHER	4	4	0	4
Total	73	45	0	52

PHONE CALLS	BASIC GRANTS	MIGRANT/ BILINGUAL	N OR D/ HANDI-CAPPED	EVEN STRT/ EARLY CHLD
EVALUATION IMPROVEMENT/REPORTING	61	46	1	38
PROGRAM IMPROVEMENT	14	14	1	10
CURRICULUM & INSTRUCTION	3	3	0	3
PARENT INVOLVEMENT	11	9	0	8
SCHOOLWIDE PROJECTS	27	27	1	22
OTHER	15	11	0	8
Total	131	110	3	89

MAIL	BASIC GRANT	MIGRANT/ BILINGUAL	N OR D/ HANDI-CAPPED	EVEN STRT/ EARLY CHLD
EVALUATION IMPROVEMENT	8	1	0	0
PROGRAM IMPROVEMENT	32	2	0	0
CURRICULUM & INSTRUCTION	1	0	0	0
PARENT INVOLVEMENT	92	2	0	0
SCHOOLWIDE PROJECTS	6	1	0	0
OTHER	23	1	0	0
Total	162	7	0	0

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TAC/RTAC ACTIVITIES SUMMARY: TASK 2
REGION C
2nd QUARTER (10/92-12/92)

	BASIC GRANTS	MIGRANT/ BILINGUAL	N OR D/ HANDI- CAPPED	EVENSTART/ EARLY CHLD.	TOTAL
WORKSHOPS	*****	*****	*****	*****	*****
Number of Workshops	37	6	1	6	50
Client Information	*****	*****	*****	*****	*****
SEA Staff	439	60	15	59	573
LEA Staff-Ch. 1 Coordinator	1,241	506	300	522	2,569
Principals	181	130	100	130	541
Ch. 1 Teachers/Aides	368	200	200	200	968
Non-Ch. 1 Instructional Staff	181	4	0	0	185
Other	10	1	0	1	12
Total Clients	2,420	901	615	912	4,848
Service Hours	133	9	2	12	155
TAC/RTAC Person Hours	6,243	1,272	923	1,400	9,837
ON-SITE CONSULTATIONS	*****	*****	*****	*****	*****
Number of Consultations	49	16	7	19	91
Client Information	*****	*****	*****	*****	*****
SEA Staff	115	31	14	35	195
LEA Staff-Ch. 1 Coordinator	126	42	9	38	215
Principals	34	1	1	1	37
Ch. 1 Teachers/Aides	17	0	0	0	17
Non-Ch. 1 Instructional Staff	9	1	1	1	12
Other	1	1	0	1	3
Total Clients	302	76	25	76	479
Service Hours	112	36	14	35	197
TAC/RTAC Person Hours	981	190	89	184	1,444

TAC/RTAC ACTIVITIES BY STATE
REGION C
2nd QUARTER (10/92-12/92)

	WORKSHOPS	ON-SITE CONSULT.
STATES		
Alabama	12	3
Florida	21	13
Georgia	16	7
Mississippi	12	10
North Carolina	16	6
South Carolina	12	3
Tennessee	14	6
Virginia	11	2
BIA	0	0
TOTAL	114	50

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TAC/RTAC ACTIVITIES SUMMARY: TASK 2
REGION C
3rd QUARTER (1/93-3/93)

	BASIC GRANTS	MIGRANT/ BILINGUAL	N OR D/ HANDI- CAPPED	EVENSTART/ EARLY CHLD.	TOTAL
WORKSHOPS	*****	*****	*****	*****	*****
Number of Workshops	42	32	1	39	43
Client Information	*****	*****	*****	*****	*****
SEA Staff	62	62	4	62	62
LEA Staff-Ch. 1 Coordinator	362	251	25	274	362
Principals	43	31	1	43	43
Ch. 1 Teachers/Aides	76	25	0	76	76
Non-Ch. 1 Instructional Staff	124	0	0	124	124
Other	55	25	0	95	95
Total Clients	722	394	30	674	762
Service Hours	84	49	6	71	88
TAC/RTAC Person Hours	84	49	6	71	88
ON-SITE CONSULTATIONS	*****	*****	*****	*****	*****
Number of Consultations	27	14	3	14	27
Client Information	*****	*****	*****	*****	*****
SEA Staff	23	6	4	6	23
LEA Staff-Ch. 1 Coordinator	58	39	4	39	58
Principals	8	0	0	0	8
Ch. 1 Teachers/Aides	10	0	0	0	10
Non-Ch. 1 Instructional Staff	5	0	0	0	5
Other	23	20	0	20	23
Total Clients	127	65	8	65	127
Service Hours	72	29	23	29	72
TAC/RTAC Person Hours	197	154	23	154	197

TAC/RTAC ACTIVITIES BY STATE
REGION C
4th QUARTER (4/93-6/93)

	WORKSHOPS	ON-SITE CONSULT.
STATES		
Alabama	27	1
Florida	28	3
Georgia	29	14
Mississippi	34	8
North Carolina	29	1
South Carolina	27	2
Tennessee	15	2
Virginia	29	3
BIA	0	0
TOTAL	43	27

TAC/RTAC ACTIVITIES SUMMARY: TASK 2
REGION C
4th QUARTER (4/93-6/93)

	BASIC GRANTS	MIGRANT/ BILINGUAL	N OR D/ HANDI-CAPPED	EVENSTART/ EARLY CHLD.	TOTAL
WORKSHOPS	*****	*****	*****	*****	*****
Number of Workshops	14	4	0	11	15
Client Information	*****	*****	*****	*****	*****
SEA Staff	14	8	0	11	16
LEA Staff-Ch. 1 Coordinator	300	170	0	240	312
Principals	37	0	0	5	37
Ch. 1 Teachers/Aides	22	0	0	14	22
Non-Ch. 1 Instructional Staff	33	0	0	33	33
Other	11	0	0	11	11
Total Clients	417	178	0	314	431
Service Hours	27	5	0	18	29
TAC/RTAC Person Hours	27	5	0	18	29
ON-SITE CONSULTATIONS	*****	*****	*****	*****	*****
Number of Consultations	38	15	4	16	39
Client Information	*****	*****	*****	*****	*****
SEA Staff	114	91	8	108	132
LEA Staff-Ch. 1 Coordinator	331	223	58	262	369
Principals	6	0	0	2	6
Ch. 1 Teachers/Aides	7	0	0	6	7
Non-Ch. 1 Instructional Staff	22	0	0	17	22
Other	17	0	0	0	17
Total Clients	497	314	66	395	553
Service Hours	112	65	17	59	114
TAC/RTAC Person Hours	112	65	17	59	114

TAC/RTAC ACTIVITIES BY STATE
REGION C
4th QUARTER (4/93-6/93)

	WORKSHOPS	ON-SITE CONSULT.
STATES		
Alabama	2	2
Florida	0	14
Georgia	0	4
Mississippi	0	8
North Carolina	1	4
South Carolina	3	4
Tennessee	6	3
Virginia	3	0
BIA	0	0
TOTAL	15	39

TAC/RTAC ACTIVITIES SUMMARY: TASK 2
REGION C - DADE COUNTY, FL, PROGRAM IMPROVEMENT PROJECT
TOTALS JULY 1992 - JUNE 1993

	BASIC GRANTS	MIGRANT/ BILINGUAL	N OR D/ HANDI- CAPPED	EVENSTART/ EARLY CHLD.	TOTAL
WORKSHOPS	*****	*****	*****	*****	*****
Number of Workshops	12	0	0	0	12
Client Information	*****	*****	*****	*****	*****
SEA Staff	0	0	0	0	0
LEA Staff-Ch. 1 Coordinator	50	0	0	0	50
Principals	0	0	0	0	0
Ch. 1 Teachers/Aides	19	0	0	0	19
Non-Ch. 1 Instructional Staff	0	0	0	0	0
Other	0	0	0	0	0
Total Clients	69	0	0	0	69
Service Hours	23	0	0	0	23
TAC/RTAC Person Hours	23	0	0	0	23
ON-SITE CONSULTATIONS	*****	*****	*****	*****	*****
Number of Consultations	29	0	0	0	29
Client Information	*****	*****	*****	*****	*****
SEA Staff	4	0	0	0	4
LEA Staff-Ch. 1 Coordinator	104	0	0	0	104
Principals	29	0	0	0	29
Ch. 1 Teachers/Aides	45	0	0	0	45
Non-Ch. 1 Instructional Staff	8	0	0	0	8
Other	0	0	0	0	0
Total Clients	190	0	0	0	190
Service Hours	121	0	0	0	121
TAC/RTAC Person Hours	121	0	0	0	121

TAC/RTAC ACTIVITIES BY STATE
REGION C
4th QUARTER (4/93-6/93)

	WORKSHOPS	ON-SITE CONSULT.
STATES		
Alabama		
Florida - Dade County PIP	12	29
Georgia		
Mississippi		
North Carolina		
South Carolina		
Tennessee		
Virginia		
BIA		
TOTAL	12	29

TAC ACTIVITIES SUMMARY - Region C

1st Quarter FY 1992-93

TAC State Coordinator: Dade County, Florida Project

TOTALS	Work-Shops	Tech. Assist.	Phone Calls	Mail
Number	1	2	2	20
Number of Clients	25	13		
-SEA Staff	0	3		
-LEA Staff	6	10		
-Principals	0	0		
-Ch. 1 teacher/aide	19	0		
-Non-Ch. 1 instructional	0	0		
-Other	0	0		
Service Hours	8	9		

STATE FREQUENCIES	Work-Shops	On-Sites	Phone Calls	Mail
Alabama	0	0	0	0
BIA	0	0	0	0
Dade County, FL	1	2	2	20
Georgia	0	0	0	0
Mississippi	0	0	0	0
North Carolina	0	0	0	0
South Carolina	0	0	0	0
Tennessee	0	0	0	0
Virginia	0	0	0	0
Total	1	2	2	20

WORKSHOPS	BASIC GRANTS	MIGRANT/ BILINGUAL	N OR D/ HANDI-CAPPED	EVEN STRT/ EARLY CHLD
EVALUATION IMPROVEMENT/REPORTING	1	0	0	0
PROGRAM IMPROVEMENT	0	0	0	0
CURRICULUM & INSTRUCTION	1	0	0	0
PARENT INVOLVEMENT	0	0	0	0
SCHOOLWIDE PROJECTS	0	0	0	0
OTHER	0	0	0	0
Total	2	0	0	0

CONSULTATIONS	BASIC GRANT	MIGRANT/ BILINGUAL	N OR D/ HANDI-CAPPED	EVEN STRT/ EARLY CHLD
EVALUATION IMPROVEMENT	1	0	0	0
PROGRAM IMPROVEMENT	2	0	0	0
CURRICULUM & INSTRUCTION	1	0	0	0
PARENT INVOLVEMENT	1	0	0	0
SCHOOLWIDE PROJECTS	0	0	0	0
OTHER	0	0	0	0
Total	5	0	0	0

PHONE CALLS	BASIC GRANTS	MIGRANT/ BILINGUAL	N OR D/ HANDI-CAPPED	EVEN STRT/ EARLY CHLD
EVALUATION IMPROVEMENT/REPORTING	1	0	0	0
PROGRAM IMPROVEMENT	2	0	0	0
CURRICULUM & INSTRUCTION	2	0	0	0
PARENT INVOLVEMENT	1	0	0	0
SCHOOLWIDE PROJECTS	1	0	0	0
OTHER	0	0	0	0
Total	7	0	0	0

MAIL	BASIC GRANT	MIGRANT/ BILINGUAL	N OR D/ HANDI-CAPPED	EVEN STRT/ EARLY CHLD
EVALUATION IMPROVEMENT	0	0	0	0
PROGRAM IMPROVEMENT	20	0	0	0
CURRICULUM & INSTRUCTION	0	0	0	0
PARENT INVOLVEMENT	0	0	0	0
SCHOOLWIDE PROJECTS	0	0	0	0
OTHER	0	0	0	0
Total	20	0	0	0

TAC/RTAC ACTIVITIES SUMMARY: TASK 2
REGION C - DADE COUNTY, FLORIDA, PROGRAM IMPROVEMENT PROJECT
2nd QUARTER (10/92-12/92)

	BASIC GRANTS	MIGRANT/ BILINGUAL	N OR D/ HANDI- CAPPED	EVENSTART/ EARLY CHLD.	TOTAL
WORKSHOPS	*****	*****	*****	*****	*****
Number of Workshops	11	0	0	0	11
Client Information	*****	*****	*****	*****	*****
SEA Staff	0	0	0	0	0
LEA Staff-Ch. 1 Coordinator	44	0	0	0	44
Principals	0	0	0	0	0
Ch. 1 Teachers/Aides	0	0	0	0	0
Non-Ch. 1 Instructional Staff	0	0	0	0	0
Other	0	0	0	0	0
Total Clients	44	0	0	0	44
Service Hours	15	0	0	0	15
TAC/RTAC Person Hours	58	0	0	0	58
ON-SITE CONSULTATIONS	*****	*****	*****	*****	*****
Number of Consultations	10	0	0	0	10
Client Information	*****	*****	*****	*****	*****
SEA Staff	1	0	0	0	1
LEA Staff-Ch. 1 Coordinator	39	0	0	0	39
Principals	17	0	0	0	17
Ch. 1 Teachers/Aides	24	0	0	0	24
Non-Ch. 1 Instructional Staff	8	0	0	0	8
Other	0	0	0	0	0
Total Clients	89	0	0	0	89
Service Hours	26	0	0	0	26
TAC/RTAC Person Hours	268	0	0	0	268

TAC/RTAC ACTIVITIES BY STATE
REGION C
2nd QUARTER (10/92-12/92)

STATES	WORKSHOPS	ON-SITE CONSULT.
Alabama		
Florida - Dade County	11	10
Georgia		
Mississippi		
North Carolina		
South Carolina		
Tennessee		
Virginia		
BIA		
TOTAL	11	10

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TAC/RTAC ACTIVITIES SUMMARY: TASK 2
REGION C - DADE COUNTY, FLORIDA PROGRAM IMPROVEMENT PROJECT
3rd QUARTER (1/93-3/93)

	BASIC GRANTS	MIGRANT/ BILINGUAL	N OR D/ HANDI- CAPPED	EVENSTART/ EARLY CHLD.	TOTAL
WORKSHOPS	*****	*****	*****	*****	*****
Number of Workshops	0	0	0	0	0
Client Information	*****	*****	*****	*****	*****
SEA Staff	0	0	0	0	0
LEA Staff-Ch. 1 Coordinator	0	0	0	0	0
Principals	0	0	0	0	0
Ch. 1 Teachers/Aides	0	0	0	0	0
Non-Ch. 1 Instructional Staff	0	0	0	0	0
Other	0	0	0	0	0
Total Clients	0	0	0	0	0
Service Hours	0	0	0	0	0
TAC/RTAC Person Hours	0	0	0	0	0
ON-SITE CONSULTATIONS	*****	*****	*****	*****	*****
Number of Consultations	14	0	0	0	14
Client Information	*****	*****	*****	*****	*****
SEA Staff	0	0	0	0	0
LEA Staff-Ch. 1 Coordinator	47	0	0	0	47
Principals	6	0	0	0	6
Ch. 1 Teachers/Aides	15	0	0	0	15
Non-Ch. 1 Instructional Staff	0	0	0	0	0
Other	0	0	0	0	0
Total Clients	68	0	0	0	68
Service Hours	63	0	0	0	63
TAC/RTAC Person Hours	63	0	0	0	63

TAC/RTAC ACTIVITIES BY STATE
REGION C
4th QUARTER (4/93-6/93)

	WORKSHOPS	ON-SITE CONSULT.
STATES		
Alabama		
Florida - Dade Cty. Project	0	14
Georgia		
Mississippi		
North Carolina		
South Carolina		
Tennessee		
Virginia		
BIA		
TOTAL	0	14

TAC/RTAC ACTIVITIES SUMMARY: TASK 2
REGION C - DADE COUNTY, FL, PROGRAM IMPROVEMENT PROJECT
4th QUARTER (4/93-6/93)

	BASIC GRANTS	MIGRANT/ BILINGUAL	N OR D/ HANDI- CAPPED	EVENSTART/ EARLY CHLD.	TOTAL
WORKSHOPS	*****	*****	*****	*****	*****
Number of Workshops	0	0	0	0	0
Client Information	*****	*****	*****	*****	*****
SEA Staff	0	0	0	0	0
LEA Staff-Ch. 1 Coordinator	0	0	0	0	0
Principals	0	0	0	0	0
Ch. 1 Teachers/Aides	0	0	0	0	0
Non-Ch. 1 Instructional Staff	0	0	0	0	0
Other	0	0	0	0	0
Total Clients	0	0	0	0	0
Service Hours	0	0	0	0	0
TAC/RTAC Person Hours	0	0	0	0	0
ON-SITE CONSULTATIONS	*****	*****	*****	*****	*****
Number of Consultations	3	0	0	0	3
Client Information	*****	*****	*****	*****	*****
SEA Staff	0	0	0	0	0
LEA Staff-Ch. 1 Coordinator	8	0	0	0	8
Principals	6	0	0	0	6
Ch. 1 Teachers/Aides	6	0	0	0	6
Non-Ch. 1 Instructional Staff	0	0	0	0	0
Other	0	0	0	0	0
Total Clients	20	0	0	0	20
Service Hours	23	0	0	0	23
TAC/RTAC Person Hours	23	0	0	0	23

TAC/RTAC ACTIVITIES BY STATE
REGION C
4th QUARTER (4/93-6/93)

STATES	WORKSHOPS	ON-SITE CONSULT.
Alabama		
Florida - Dade County PIP	0	3
Georgia		
Mississippi		
North Carolina		
South Carolina		
Tennessee		
Virginia		
BIA		
TOTAL	0	3